
THE SOLDIERS' DREAM CONTINUED:

A Pictorial History of
Lincoln University of Missouri



ANTONIO F. HOLLAND
with
TIMOTHY R. ROBERTS
DENNIS WHITE
edited by
ROSEMARY HEARN

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TABLE OF CONTENTS

Chapter I	1
<i>1866 - 1950 : The Long Struggle</i>	
Chapter II	30
<i>1950'S: A Smooth Transition</i>	
Chapter III	46
<i>1960'S: The Center Cannot Hold</i>	
Chapter IV	63
<i>1970'S: Gradual Expansion</i>	
Chapter V	73
<i>1980'S: Catastrophe and A New Beginning</i>	



PREFACE

This Pictorial History was assigned to the writer by the Steering Committee for the 125th Anniversary Celebration of the Founding of Lincoln University. My purpose in preparing this book has been threefold: 1) to provide a record of the prominent occurrences in the growth and development of Lincoln University up to 1990; 2) to build on the History of Lincoln University, by W. Sherman Savage, published in 1939, and the Soldiers' Dream: A Centennial History Of Lincoln University of Missouri by Albert P. Marshall, published in 1966; 3) to make a readable book which would be enjoyable to students, alumni, and friends, by inserting photographs and pictures, corresponding to the narrative. In preparing the text, I have relied, principally, on the definitive history by W. Sherman Savage, newspaper accounts, the Archives at Lincoln University, minutes of the Board of Curators, and legislative records. I have also tried, decade by decade, to highlight major events in the growth and development of the University, while not totally sacrificing specific information which makes these events understandable. Often, this specific information was placed in the chapter notes.

Throughout the preparation of this history, I have received considerable assistance from a number of friends and colleagues. I wish to acknowledge my general indebtedness to Dr. Timothy Roberts and Mr. Dennis White, who served as professional research assistants; and also my particular obligations to Mrs. Elizabeth Wilson, Director of Page Library, Mrs. Harriett Robinson, Library Assistant and Samuel Schnieders whose helpfulness cannot be measured. I also extend thanks to Dr. Arnold Parks, Mr. George Enlow, and Dr. Roger Jungmeyer, for their support of the project, to Mrs. Carolyn Cave who typed the several drafts, to Mrs. Cheryl Wood and Mrs. Karen Smith for their assistance, to Mr. Rob Davis, for his work with the layout and cover and to Mr. James Tatum and John Viessman for their assistance. Many thanks to Mr. Gary Griffin and Mrs. Ellen Jarvis of Lincoln University Printing Services. Special thanks to Dr. Rosemary Hearn for editing the manuscript and for much helpful criticism.

*Antonio F. Holland
August, 1991*



"One morning in 1908, I came here. The sun was rising high in the East and my shadow was short. Today, I am here again, and the sun is setting in the West and my shadow is growing long, but I will always remember those I met here and what I got here. Now, I give those veterans my thanks, my blessing and leave you with the hope that your pilgrimage here will be at least as rewarding as mine."

-Dr. John Morton-Finney ('12)
Featured Speaker at the
Annual Founders Day Observance
February 1985.

CHAPTER I

1866 - 1950: THE LONG STRUGGLE

The famous black leader W.E.B. DuBois once said that Lincoln Institute "had perhaps the most romantic beginning of all the black colleges." DuBois was correct, for Lincoln University began in the hearts and minds of a small group of black soldiers, fighting the odds and molding a dream of a better future for themselves and generations to come.

The story of Lincoln University began in 1861 with the first shots of the Civil War. Missouri had a large slave population of 114,931 and a small free black population of 3,752, with many of the men eager to volunteer for the Union cause. The chance came with the passage of General Order number 143 in 1863 which authorized the enlistment of black troops. Some of the first black troops in Missouri were enlisted in the 1st Missouri Volunteers Regiment of Colored Infantry, organized at Benton Barracks in December of 1863. Later, the 2nd Missouri Volunteers Regiment of Colored Infantry was organized, and eventually these units became the 62nd and the 65th United States Colored Infantries respectively. Among the white officers of these units was a First Lieutenant Richard B. Foster of Company I of the 62nd, who would play a decisive role in the establishment of Lincoln Institute.

Richard Baxter Foster was born in 1826 at Hanover, New Hampshire to a distinguished New England family. Educated at Dartmouth College, he graduated in 1851 and moved west

to Illinois and Iowa to teach school. In 1856, Foster campaigned with John Brown in Kansas during the border disputes and was at the taking of Fort Titus. He later moved to Nebraska and, in 1862, enlisted in the first Nebraska Regiment. When it became clear that black troops would be used, Foster volunteered for the 62nd U.S. Colored Infantry, serving as First Lieutenant, and acting as adjutant for most of the war.



Richard Baxter Foster was born in 1826 at Hanover, New Hampshire. He served as a First Lieutenant in the 62nd U.S. Colored Infantry during the Civil War and opened Lincoln Institute on September 17, 1866 with two pupils and served as the First Principal.

(Lincoln Collection-Page Library)

During the War, the Western Sanitary Commission, a philanthropic organization, began organizing classes for black soldiers at Benton Barracks. The classes, mostly in reading and writing, continued in the black regiments, as the ex-slaves were taught around the camp fires by their white officers. Many of these officers were college-educated men who were inspired by a sense of mission to help uplift their black brothers.



Private Logan A. Bennett of the 62nd U.S. Colored Infantry was one of the many soldiers of the 62nd and 65th U.S. Colored Infantries that contributed generously toward the founding of Lincoln Institute. He was a lifelong resident of Jefferson City and ardent supporter of Lincoln University.

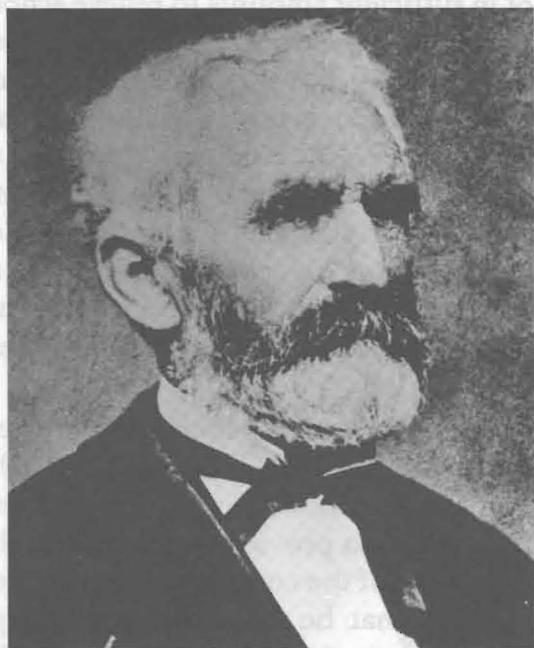
(Lincoln Collection)

In January 1866 at Fort McIntosh, Texas, as members of the 62nd began mustering out of the service, a conversation between Lieutenant Foster and a fellow officer centered on the tragic absence of a school in Missouri where the black soldiers could continue their education. Asked if he would establish such a school if the regiment raised the money, Foster, not answering immedi-

ately, finally agreed, and a movement began which resulted in Foster and the men of the 62nd raising \$5,000.00. The 65th United States Colored Infantry Regiment, a sister unit, also recognizing the need for a school for Blacks in Missouri, contributed generously and soon raised another \$1,379.50. One Private, Samuel Sexton, gave one-hundred dollars, despite his earning only thirteen dollars a month. Given the low pay of the soldiers and the great number of deaths in the two regiments, this was a great deal of money. The 62nd had lost 400 men and the 65th had lost 700, mostly to sickness and disease and, to a lesser extent, combat.

At Fort McIntosh, Texas, a committee was formed, composed of Captain C. Allen, a Surgeon, Captain Henry R. Parson, Captain Harrison Dubois, First Lieutenant A. M. Adamson, and First Lieutenant Richard Baxter Foster. This group was empowered by the soldiers to add other members that might be needed to make the school for Blacks in Missouri a reality. The work which had begun at Fort McIntosh was continued in Saint Louis, Missouri, as the Committee's members agreed to add two or three influential persons from Saint Louis to their ranks. Several locally important persons interested in promoting education for Blacks, such as James E. Yeatman and J.W. McIntyre, agreed to join the Committee and to help raise funds for the project. In February 1866, the Committee was replaced by a Board of Trustees. Included among the members of this new Board were James E. Yeatman, J.W. McIntyre, Richard B. Foster, Henry Brown, Harrison Dubois, W.R. Parsons, C. Allen, and A.M. Adamson. Later, Governor Thomas C. Fletcher, who would serve as chairman, Judge Arnold Krekel, Superintendent of Public Schools T.A. Parker, William Bishop, Emory S. Foster, and R.F. Wingate would join the Board, replacing some of the original members. When Joseph W. McClung replaced Thomas C. Fletcher as governor, he also became a member of the

Board of Trustees and was made president of the Board. McClung was succeeded by Governor Silas Woodson and B. Gratz Brown, and Brown was succeeded by the last governor to serve on the Board, John Phelps.



Judge Arnold Krekel, a member of the first Board of Trustees. A longtime supporter of Lincoln Institute, he lectured free of charge for ten years on civil government. A former girls dormitory, Barnes-Krekel Hall, built in the 1880's, was named for him..

(Krekel Family, Kansas City, Missouri)

With over \$6,000.00 in hand, Foster attempted to establish a school in Saint Louis. Here men like James Yeatmen, while greatly interested in the education of the black race, believed that Foster's mission was likely to fail. Foster, thinking he would find the same enthusiasm as the black soldiers had manifested, believed the opposite. He was wrong, and no more money could be raised at this time. In fact, events in St. Louis soon convinced Foster of the true difficulty of his mission. Leaders of the Methodist Church in the Mississippi Valley were attempting to establish in St. Louis a great educational institution to be a memorial to the centennial of the Methodist Church. It was to be called Central University.

Foster and his Committee met with the Board of the proposed Central University. The Lincoln Institute Committee offered to hand over its funds, and whatever prestige and zeal they had, to the Central University undertaking, provided the school would start immediately and be open to black students. While two of the board members agreed to this proposal, two others were unwilling to start their grand university with Blacks.

"Hobo Hill"

When this effort failed, Foster moved on to Jefferson City.¹ Foster's tasks was no easier here. He tried to use the facilities at the black Methodist Church to launch the school, but was turned down by the minister because the teacher would be white. He tried to use the facilities at the white Methodist Church, but was turned down because the students would be black. Finally, Foster was permitted to use an old, abandoned public schoolhouse on "Hobo Hill" (the present site of Simonsen School). Commenting on this facility, Foster noted the following poor conditions:

The rain is pouring in torrents. As I approach the schoolhouse, I am stopped by a creek, the bridge over which has been swept away – usually fordable, but now impassable by reasons of the flood. A half hour's detour, and the scrambling of several fences brings me to the sanctuary of learning. What a sanctuary! The rains pour through the roof scarcely less than outside. I could throw a dog through the side in twenty places. There is no sign of a window, bench, desk, chair or table.²

In this dilapidated structure, Foster opened the school on September 17, 1866, with two pupils, Henry Brown and Cornelius Chappelle. It was not long, however, before the

building was filled and crowded, requiring the services of Mr. Festus Reed to share the burden of teaching the pupils.³

In the beginning, Lincoln Institute was managed by a principal, a position which changed hands about every two years as a result of the Board's domination of the school and its extreme sensitivity to political pressures. Foster served as the first principal.

COURSE OF STUDY.—NORMAL DEPARTMENT. (TABULAR VIEW.)			
	FIRST TERM.	SECOND TERM.	THIRD TERM.
First Year.	Education.—Clark Reader, Higher Arithmetic to Decimals, Grammar (Practical), Rhetoric, United States History, Penmanship, Drawing, (Anal.) No. 1.	Education.—Clark Reader, Arithmetic, through Percentages, Physical Geography, Drawing, (Anal.) Nos. 2 and 3.	Education.—Clark Reader, Higher Arithmetic, through Decimals, Grammar, Latin and French, Writing, No. 4, Drawing, (Anal.) Nos. 3 and 4, Metrics.
Second Year.	Education.—Clark Reader, Algebra, to Equations, Cosmology, Hygiene, Drawing, (Perspective) Nos. 1 and 2, Metrics.	Education.—Clark Reader, Algebra, to Quadratics, Rhetoric, (Perspective) Nos. 2 and 3, Natural Economy.	Algebra, completed, Cosmology, Hygiene, Metrics.
Third Year.	University Algebra, to Equations, General History, Book-keeping, Latin.	University Algebra, to Quadratics, Natural Philosophy, General Civ. to Subjective Power, Latin.	University Algebra, completed, Natural Philosophy, general, Latin, Natural Economy, Latin.
Fourth Year.	Geometry, to Fifth Book, Astronomy, Latin.	Geometry to Solid Geometry, Astronomy, Latin, English Literature and Drawing, all Latin.	Geometry, completed, Latin.

An early course of study for the Normal Department of Lincoln Institute.

(Lincoln Collection)

The Institute opened with two departments, preparatory and normal. During the first year of existence, courses such as Orthography, Reading, Phonetics, Mental Arithmetic, Written Arithmetic, Economic Geography, Map Drawing, Penmanship, Vocal Culture, Elocution, Composition, Vocal Music, Synthetic Drawing, Calisthenics, Constructive Language, United States History, and Physical Geography were offered. The library grew during the first three years to about eight hundred volumes, composed primarily of textbooks donated by interested persons. According to the first University historian, W. Sherman Savage, "All students had access to these books under suitable regulations, one of which was that the student could take the books out of the library between one-thirty and two o'clock on Saturday."

"the period of struggle"

The first years called "the period of struggle" by historian W. Sherman Savage were trying ones. Money trickled into the school coffers, but not in sufficient amounts to relieve school officials from indebtedness and from the need to seek additional funds. Upon the recommendation of Governor Chaflin of Massachusetts, Charles A. Beal was employed as publicity agent. His job was to find ways and means of securing financial support, out of which was to come his salary. He was able to obtain about \$6,000.00 in contributions during his first year, which was used to clear indebtedness.⁴

In 1868, as the Institute continued to face a shortage of funds, Foster appeared before the Jefferson City Board of Education requesting that he be hired to provide instruction to the Negro children of the community as provided by law,⁵ and that he be allowed to charge nonresident Negroes \$1.00 per month. The Board agreed. He was also employed to take a census of Negro children during the summer holidays.

That same year, in the report of the State Superintendent of Schools, it was noted of Lincoln Institute that "the school... showed energy and ability on the part of the instructors." The Superintendent, T.A. Parker, recommended that, "if it were possible, the State should give assistance to the school and make it a place for training colored teachers exclusively." His request for legislative assistance was repeated in 1870, backed by a petition from outstanding black citizens of the state under the leadership of James Milton Turner and Reverend Moses Dickson. The petition grew out of a meeting in Jefferson City, and asked that the General Assembly grant to Lincoln Institute a part of the federal land made available under the Morrill Act of 1862. This Federal Act had set aside 30,000

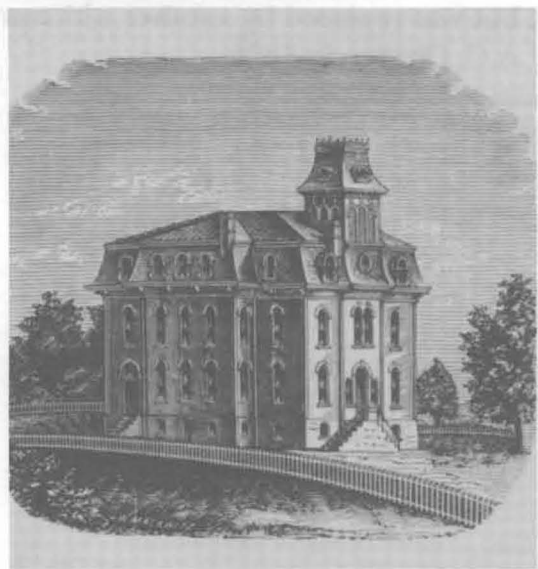
acres for every senator and representative for educational purposes. The petition also asked that Lincoln Institute be made a state normal school and receive state funds. Also, at this time, Representative J.B. Harper, of Putnam County, offered a resolution to the Board of Trustees of Lincoln Institute requesting that it support a proposal to convert the school into one for the training of Negro teachers for public schools. In addition, the resolution proposed that the Board certify under oath that it held in trust for such purpose sufficient buildings and grounds valued at not less than twelve thousand dollars. When these conditions were met the state would lend its aid. A Board of Regents would be created to control the Institute and not less than \$5,000 per year would be appropriated in semi-annual installments. This resolution was approved by both houses and signed by the governor.



James Milton Turner, 19th century black leader who helped raise money and popular support for Lincoln Institute. He was appointed Minister to Liberia, West Africa, by President Grant.

(Lincoln Collection)

Several organizations contributed funds to Lincoln Institute during this difficult time, including the Western Sanitary Commission, \$2,000; the Refugee Freedmen's and Abandoned Land Fund, \$6,000; and the Freedmen's Bureau, \$2,000. Other groups and individuals gave smaller amounts. Jesse James, the notorious outlaw, gave money on two occasions, according to James Milton Turner.⁶



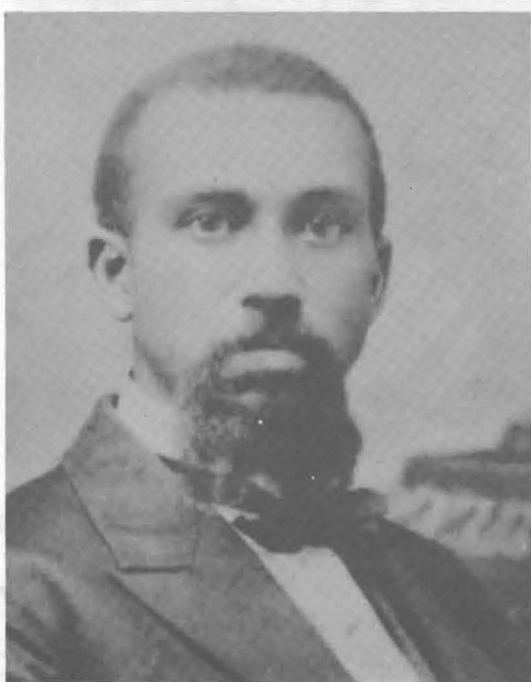
Dedication program of Lincoln Institute's first building, pictured.

(Lincoln Collection)

By 1871, with the aid of a Jefferson City black businessman, Howard Barnes, Lincoln Institute was able to erect on the site of today's campus its first building, called the main building, a sixty-by-seventy foot structure, three stories high, with a basement and furnace. It was supplied with flues in order to allow substitution of a stove should the furnace become defective.⁷

Between 1870 and 1871, W. H. Payne, who had come to Lincoln Institute in 1868 with a salary of \$400.00 a year, became the first black principal. The American Missionary Association had funded his position as the first black teacher, and it continued to pay his salary.

Then, for the 1871-72 school year, Foster returned as principal, but was denied re-appointment for failing to support the republican governor for re-election.⁸ The next principal was the Reverend Henry Smith, an Oberlin graduate, who was appointed in 1874, only to be denied re-appointment in 1875. Then, between 1875 and 1878, Samuel T. Mitchell, a Wilberforce graduate, became the second Black to serve as principal; and in 1878, Reverend Henry Smith returned for a year, but was replaced by another white principal A.C. Clayton in 1879.



W.H. Payne came to teach at Lincoln Institute in 1868 with his salary paid by American Missionary Association. From 1870 to 1871, he served as the Institute's first black principal.

(Lincoln Collection)

As early support was provided for training only, the State Superintendent of Schools recommended again in 1879 that the State should help support the operation of Lincoln Institute. As early as 1870 attempts had been made by black political leaders to make the Institute a state school. These early attempts had failed, but, in 1879, the legislature granted Lincoln Institute \$15,000 to help reduce the

school's indebtedness, only to find that this grant was unconstitutional, since the State could not give money to private organizations or corporations. Thereupon, Governor John Phelps, who was also the President of the Lincoln Institute Board of Trustees, held up the legislation until the Board could deed the school buildings and lands to the State. The grant was then made legal and Governor Phelps signed the legislation. Finally, Lincoln Institute became a state-supported school.⁹

With state support, Lincoln Institute became the state normal school for Negroes. Under the law, the state's normal schools were governed by a Board of Regents whose members were drawn from the local district; however, since Lincoln Institute was the state's normal school for Blacks, its Board members were drawn from throughout the state. When a Board of Regents replaced the Board of Trustees, state law prevented the governor or any other state officials except the state superintendent of schools, from serving as a member. Since the normal schools were considered a part of the public school system, the state superintendent of schools was an ex-officio member of all the boards. Often, as the only member of Lincoln Institute's Board of Regents who had any background in education, he exercised a considerable amount of influence through the years.

The next year, 1880, Inman E. Page, a young black man of twenty-six, was appointed Lincoln Institute's first president. He had come to the Institute in 1878, as the assistant to Principal Henry M. Smith, and had remained as assistant to Principal A.C. Clayton. Page was born in slavery in Virginia. The son of a livery stable operator who had purchased his family's freedom, Page entered school in Washington, D.C., and later studied at Howard University. He transferred to Brown University and was graduated in 1877, with his classmates electing him class orator. After a year's teaching at the Natchez Seminary in Mississippi, Page came to Lincoln Institute.



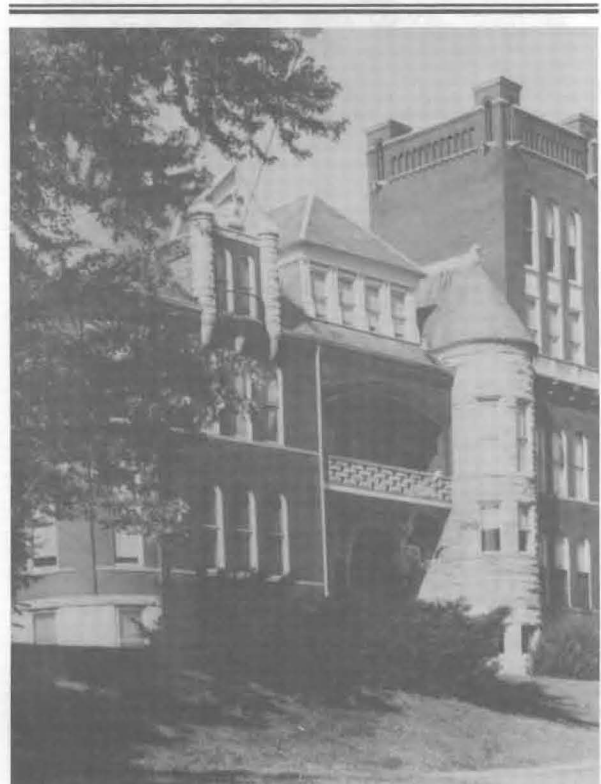
Inman E. Page was the first head of Lincoln Institute to have the title President. He served from 1880 to 1898 and from 1922 to 1923.

(Lincoln Collection)

Serving as president from 1880 to 1898 (and later from 1922 to 1923), Page brought a period of stability to the school. Some financial stability was achieved when, in 1891, Lincoln Institute became a land-grant institution under the second Morrill Act of 1890. This Act, sponsored by Justin Morrill (who also sponsored the 1862 Act) provided additional federal funds to the states and territories for land-grant institutions. Under provisions of this Act, funds were not appropriated to states for land-grant institutions which discriminated on the basis of race or color in the admission of students. The Act, however, did allow for the establishment of separate institutions for Blacks. In 1891, ten thousand dollars was appropriated to Lincoln Institute by the state legislature for the erection of an industrial arts building, Chinn Hall, and an additional \$9,000 was provided for the purchase of tools and machinery. In addition to funds for operations and the Morrill Land-Grant

funds, the legislature appropriated \$1,000 to build a residence for the president.

'In connection with the commencement program of 1893, President Page called a meeting of alumni, and invited many outstanding citizens, to consider ways of erecting a memorial to the soldiers of the 62nd and the 65th Missouri Colored Volunteers. A two-story structure with a gymnasium on the first floor and a library on the second was proposed, but the group faced difficulty in getting the money. It was not until 1894 that funds were appropriated, to be used with a \$10,000 insurance coverage, to erect a new building to replace the first main building which had been destroyed by fire. The administration had asked the legislature to appropriate \$50,000.00 for rebuilding, but because of the insurance, the legislature appropriated \$40,000. This building, dedicated on September 4, 1895, was named Memorial Hall.



Memorial Hall, built in 1895 and named as a memorial to the civil war soldiers of the 62nd and 65th U.S. Colored Infantries who gave the money to found Lincoln Institute.

(Lincoln Collection)

Inman Page's twenty years at Lincoln Institute, eighteen of which were spent as President, ended in 1898, when he submitted his resignation to become head of the new Langston University of the Oklahoma Territory. For some time he had faced opposition both from the community and from politicians in the State, particularly in 1892, when he was accused of causing a break in the ranks of local Negro Methodists, a story which was categorically denied in a petition on his behalf by leaders of the African Methodist Episcopal Zion Church.¹⁰ Yet, he remained in high esteem, for no one could overlook the revitalized program which he had brought to the campus, with the aid of outstanding teachers and especially with the addition of college work in 1887.¹¹



Josephine Silone Yates was one of Lincoln Institute's best known teachers in the late 19th and early 20th centuries. From 1901 to 1906, she was president of the National Association of Colored Women's Clubs.
(Lincoln Collection)

After President Page's resignation in 1898, there followed still another period during which the presidency changed hands many times. Throughout the nation, Lincoln In-

stitute was known to be so involved in state politics that every time the governor changed so would the president of the school. In fact, presidents changed even more frequently, some lasting less than twenty-four hours. Indeed, there were so many presidents between 1898 and 1902 that Lincoln University's historian, W. Sherman Savage, called it "the period of presidents."¹²

In 1898, John H. Jackson, a teacher at the Kentucky State School, was appointed president. Jackson succeeded in dropping the lower grades from the curriculum and in establishing a series of lectures by outstanding, nationally known black educators. Jackson was replaced by J.H. Garnett as acting president in 1901, and on the same day of his appointment, Garnett was replaced by John W. Damel, who, it was thought, would give greater emphasis to the mechanical arts and agriculture. Apparently Damel fell from favor with the Board within six months, and the next year he was replaced by Edward E. Clarke of Wilberforce, who, in turn, served only six months before he was replaced by Benjamin F. Allen.

Allen served as President from 1902 to 1918 but there really was not much tranquility during his sixteen-year tenure. He had to spend too much of his time protecting his position. Educated in the liberal arts, he tried not to reveal his liberal bias by emphasizing teacher education and by balancing the liberal arts curriculum with an industrial arts curriculum.

"Lincoln, O Lincoln,"

President Allen gave much effort to building enthusiasm for Lincoln Institute. To help in the building of school spirit, he composed the words of "Lincoln, O Lincoln," fitting them to

the music of a popular song of the day, "How Can I Leave Thee?" At the World's Fair in 1904, held in St. Louis, President Allen spoke at a Lincoln Institute Day. He was followed by prominent graduates of the Institute: Attorney Walter Farmer of St. Louis ('84); Christopher C. Hubbard ('96), a Paris principal (later of Sedalia); W.H. Harrison ('00), a principal from Chickasha, Indian Territory. About 300 graduates and former students were in attendance, along with many persons interested in Lincoln Institute.



Benjamin F. Allen served as president from 1902 to 1918. He stressed the cultural development of the students.

(Lincoln Collection)

President Allen also made a special effort to introduce students to outstanding persons, both black and white, often inviting members of the legislature and their wives as guests of the campus. In his report of 1910, President Allen stated that "the president and faculty are doing all in their power to teach the Negro the proper modes of living in the home. The faculty...was making a special effort to inculcate in the students such virtues as diligence,



Lincoln Institute female students in uniforms.

(Lincoln Collection)

family affection and forthfulness." President Allen held the belief that "ethics existed for practice, culture for use, and brains for industry." Uniforms for students were adopted in 1915, (partially to save the parents money). Women wore white shirtwaists and dark skirts the year around. The mortar-board cap was required, except in the spring, when a plain sailor hat might take its place. Association of young men and young women without permission was prohibited, and notes between young men and young women were forbidden. Intoxicating drinks in any form, profanity, gambling and playing cards were grounds for dismissal from school. Special permission had to be sought from the President's office to go to downtown Jefferson City.

After 1910, President Allen began receiving opposition from certain members of the Board of Regents. First of all, he was tied to the old faction on the Board and in the community, and a younger group was coming into power. Second, he continued to emphasize teacher education, at the expense of agricultural and mechanical arts, while there was an increasing demand for industrial education from state officials. Even as he was being reappointed in 1913 (to a two-year term), political interference was in process. At the same meeting during which the Board reappointed Allen, for example, a new member of the Board recommended the appointment of R.A. West as both Secretary to the President and as Superintendent of Buildings and

Grounds, at a higher salary than any member of the faculty, \$125.00 per month. Also at that meeting, two members of the state legislature appeared before the Board to recommend their choice for Superintendent of Farms and Instructor of Agriculture. Third, students at the Institute even began to take their grievances against the administration directly to members of the state legislature.

In addition to increased interference by politicians in the affairs of the school, President Allen had to deal with the racial hostility of Jefferson City citizens. One controversy centered around a white tenant farmer who supervised the school's farm and who some members of the Board thought was stealing from the school. Their suggestion that the farm be placed under the control of the black instructor of agriculture was met with opposition from several prominent Jefferson City resident who objected to having a black teacher living on the farm, located on a main street in a residential part of the city. The Board was initially divided on this issue, but eventually the sentiments of the Jefferson City petitioners prevailed.

On the recommendation of Howard Cook, a prominent Jefferson City banker, President Allen was reappointed in February 1915 to another two-year term.¹³ At the annual meeting on June 14, 1917, Allen was again renominated as President; however, when Uel Lampkins, State Superintendent of Schools, a new member of the Board, made the motion that the position be vacated, a special meeting was held in the law office of Board member T.S. Mosby, where Allen was reappointed for another year on a 4-3 vote, and where it was also decided that Allen would not be reappointed thereafter. The Board then moved to establish a committee of three to review applications for the presidency and eventually appointed John R.E. Lee, the Principal of Lin-

coln High School in Kansas City, Missouri, to succeed President Allen.

Lee had not filed a formal application, but Superintendent Lampkin explained that he had expressed a willingness to serve. Lee was thereupon appointed President for a one-year term but refused the position, probably because of the low salary. As a result, on June 12, 1918, Clement Richardson, a faculty member at Tuskegee Institute, appeared before the Board, at its request, gave a history of his life and work as a teacher, and was appointed president the same day.



Clement Richardson served as president of Lincoln Institute from 1918 to 1922, here pictured with his family.

(Lincoln Collection)

Clement Richardson attended Brown University and Harvard College, graduating from Harvard in 1907 with the bachelor of arts degree. Richardson earned the master of arts degree from the University of Kansas in 1923 and, before coming to Lincoln Institute, he had headed the English Department at Morehouse College and at Tuskegee Institute. He was the author of a booklet entitled Extension Work at Tuskegee, published in 1912, and of the Cyclopedia of the Colored Race.

The latter work published in 1917 contains a number of biographies of influential black Missourians and, in the course of gathering the information for this book, Richardson may have made the contacts that led to his being called to Lincoln Institute in 1918.

Richardson was thought a suitable man for the presidency. The Board was interested in promoting industrial education, and Richardson's background at Tuskegee seemed to point in that direction. Indeed, the Board hoped that Richardson would be successful in obtaining additional funds through the Smith-Hughes Act.¹⁴ State Superintendent of Schools, Lampkin, in fact, had requested that Professor J.D. Elliff of the University of Missouri at Columbia make a survey of Lincoln Institute with this goal in mind, since up to this time, the school had been mainly interested in teacher education. In his 1917 report on Negro Education, for example, Thomas J. Jones had pointed out that industrial features were subordinated to the academics at Lincoln Institute, and that agricultural activities were negligible.

President Richardson tried to improve the industrial and agricultural program, but he was hindered by the managing Board. Like President Allen before him, Richardson had to spend a good deal of his time trying to retain his position, largely because the Executive Committee of the Board made all the decisions. The Board still picked the faculty, purchased all the materials, and paid all the bills.¹⁵ It was also responsible for letting out the lucrative coal, food, repair and construction contracts. This did not make President Richardson's attempts to develop a new agricultural program any easier. His efforts were further frustrated by the fact that the white tenant on the farm land reported directly to the Board, thus the President was not involved in decisions about agriculture.

Acquainting the public

President Richardson undertook the job of acquainting the public with the work of the Institute, and literally traveled the state himself, speaking about Lincoln Institute to any group who would listen. He sent teachers and students into various parts of the state to sing, to speak and to entertain. Virgil E. Williams became the booking agent for the school, sending out such groups as the Lincoln Glee Club, violinists, pianists, readers, and speakers. Increased recognition for Lincoln Institute came with the organization of a football team and basketball team coached by William B. Jason, who was assisted by James A. Jeffries, and W. Sherman Savage respectively.



1920 Football Team.

(Lincoln Collection)

In 1920, Richardson was reappointed President on a motion by Sam Baker, who was now State Superintendent of Schools and a member of the Board. President Richardson soon had to deal with a shortage of funds because the governor held back several thousand dollars in the areas of teacher's salaries, support and repairs. There followed, however, a significant event in St. Louis which was to have a great impact on the future of Lincoln Institute. There, in 1920, the black voters

elected Missouri's first black state representative, Walthall Moore. The Blacks of Saint Louis who had backed Moore were interested in expanding the educational opportunities available to the black youth within the state. They wanted their state supported institutions improved and they especially wanted Lincoln Institute converted from a secondary normal and industrial school to a standard college. Moore was fully in accord with these aspirations. He was well prepared for the job, a diplomatic and polished man with a knowledge of state affairs that soon made him one of the most important members of the House of Representatives.¹⁶

Lincoln Institute
to
Lincoln University

In 1921, under the leadership of Walthall Moore, Missouri's Blacks got the state legislature to adopt a bill, to change the name of Lincoln Institute to Lincoln University and to change its status to that of a four-year college. This bill established a new Board of Curators, which was to consist of the State Superintendent of Public Schools, ex-officio, and eight members, at least four of whom should be black. No restrictions were placed on Board members with regard to residence; they simply had to be citizens of Missouri and live in the state. The Board was authorized and required to reorganize Lincoln University so that it afforded black Missourians the same opportunities furnished white youth at the University of Missouri at Columbia.



YMCA Cabinet in early 1920's.

(Trenton Boyd)

Unfortunately, the Board of Curators of Lincoln University was not constituted in a way corresponding to the Board of the University of Missouri and the other white schools in the state. The governor was charged to appoint four curators for Lincoln University whose terms would expire in 1923 and four whose terms would run to January 1, 1925 - terms of two years. Moreover, all of Lincoln University's curators could belong to the same political party. In contrast, at the white institutions, a term for a curator or a regent ran for six years, so that every two years no more than one-third of the board members would be replaced. At the other colleges and universities, also, membership in political parties was to be balanced among the members of the boards. Another unusual feature of Lincoln University's new Board of Curators was the maintaining of the state superintendent of public schools on the Board. While this state officer was an ex-officio member of the boards of all the state normal schools, he was not a member of the Board of the University of Missouri, which served as a model for the organization of Lincoln University's Board. A related practice that continued was the placing of a faculty member or official of one of the white state normal schools or of the University

of Missouri on Lincoln University's Board. Thus, the way by which Lincoln University's Board was constituted allowed for further instability over the next several years.

The 1921 Law also stipulated that until Lincoln University was fully developed, the Board of Curators was authorized to arrange for the instruction of black students of the State at any university, in any adjacent state, where Blacks could enroll in courses that they were not permitted to enroll in at the University of Missouri. The last provision of the 1921 Law appropriated an extra \$500,000 from unappropriated school funds in order to carry out the act. These funds, however, would not be forthcoming as there were no unappropriated school funds at the end of the year. Even so, the 1921 Law itself, and especially the mandatory inclusion of black Curators on the Board, was a major step forward for Lincoln University.

During 1920 and 1921, President Richardson had to tolerate political interference in the affairs of the University. As a result of this, in spite of the fine leadership President Richardson had demonstrated, in 1922 a new Board saw fit to dismiss him. A delegation of students, headed by Harley Davis, then a senior in the high school, presented, in person, a petition that President Richardson be retained for the fine leadership he had shown, but the Board would not listen.¹⁷

On May 8, the Board directed its Secretary to contact former Lincoln Institute president Inman Page of Oklahoma City with regard to accepting the presidency of the University. The whole matter of appointing a president to succeed Richardson was put into the hands of a Professor George R. Crissman, chairman of the Teachers' Committee of the Board of Curators, and on July 25, 1922, upon recom-

mendation of the Committee, the Board met and appointed Page president again. One week later, Page appeared before the Board in Jefferson City to exchange ideas and expectations. There was considerable opposition to the reappointment of the seventy-year-old Page, with the local newspaper criticizing his age and claiming that he had been trying to be reappointed president for some time. Furthermore, Page was accused of having conferences with Governor Hyde and actively campaigning for the Republican Party in a recent election. Page was also reportedly the choice of the black Republican Secretary of the Board, Rufus Logan, and Saint Louis State Representative Walthall Moore. In addition, Moore was charged with controlling affairs at the University, but in spite of this storm of opposition to Page and to some of his supporters on the Board, he was appointed. Because of the delay in appointing the president, anxiety also prevailed over the reappointment of teachers.

A hectic year

President Page had a hectic year. First of all, there was opposition to him from the white community and from some local black citizens as well. Second, because of the spending of the previous Board, salary funds for the University ran out, and the Board had to borrow money to pay the teachers and staff. Third, the students went on strike for better food and more social freedom. Worse still, President Page personally broke up a student protest over the lack of social freedom by pulling a gun when students tried to mob him. Eventually, Governor Hyde had to call out the sheriff and prison guards to restore order to the campus.

Apparently, the elderly Page was too restrictive for the student body. During his first term, most of the University's students had come from the small towns of mid- and out-state Missouri. Upon his return, however, Page found a number of students from the urban areas of Saint Louis and Kansas City. Previously, the highly intelligent black students from the urban areas of Missouri had been urged by their principals, such as Frank Williams of Saint Louis, to go out-of-state for their college work. Now these better prepared urban students were coming to Lincoln University in increasing numbers.

"fine character"

Under the burden of heavy opposition to his administration, Page decided to resign and to accept a position in the Oklahoma City schools. Since it was known that Blacks were considered for the presidency of Lincoln University on the basis of their political views, Governor Hyde now received volumes of letters of recommendation for candidates for the presidency. In order to manage all of this, Governor Hyde depended on the advice of C.H. Kirshner, President of the Board and Hyde's personal advisor for Lincoln University. Kirshner reiterated to Governor Hyde his opposition to former President Richardson and noted that, if nothing else, Page had probably served as an adequate transitional figure between Richardson and a new man to be appointed. Page, Kirshner thought, was a man of "fine character," but he was too old. Kirshner hoped that the Board would find a "much younger man with character and ability."

Events moved along, even faster than Kirshner had anticipated, for, in the very week that he wrote to Hyde that no president had been decided upon, the Executive Committee selected "Nathan B. Young of the A&M College, Tallahassee, Florida" as the next President of Lincoln University. Young received his baccalaureate degree from Oberlin College and his master's degree there in 1892. He had served as a principal in Birmingham, Alabama, for four years, as head of the academic department at Tuskegee Institute for six years, as professor of English and Pedagogy at Georgia State College, and then as the President of Florida A&M College for twenty-one years.



Nathan B. Young, President of Lincoln University, 1923 to 1927 and 1929 to 1931, moved Lincoln University toward becoming a "first-class institution of higher learning in the Middle West."

(Lincoln Collection)

Nathan Young was formally appointed President on August 10, 1923, and, from the very beginning, he set forth his goals for Lincoln University. Upon his arrival, the University was an unaccredited and a poorly organized institution, governed by politics and personalities. Lincoln University was not recognized as a quality institution of higher learning. Its graduates were not accepted as teachers in the high schools of Kansas City and Saint Louis, and its students risked having their credits reduced by twenty-five percent if they attempted to transfer to an accredited college. Lincoln Institute's name had been changed, but little else had been done.

"First-Class Institution"

President Young wanted Lincoln University to become more than a university in name. He wanted to make it a university that was on such a demonstrably high level of achievement that it would be recognized and respected as such across the country. This, of course, required accreditation. From the beginning, President Young wanted to upgrade the University in several areas, because each improvement would be an important step toward making it that "First-Class Institution." He made observable improvements in three important areas. He organized the University into departments; he upgraded physical facilities; and perhaps, his most important contribution, he raised the qualifications for college teaching. He hoped to make Lincoln University a standard fully-accredited liberal arts college: a "First-class Institution of Higher Learning in the Middle West."



Dr. W. Sherman Savage, Professor of History and Head, Department of History and Government, served Lincoln University from 1921 to 1960. He was the author of The History of Lincoln University (1939).

(Lincoln Collection)

Nathan Young found some outstanding educators already at Lincoln University. J.W. Damel in science with a masters degree had a long association with the University as had S.F. Collins in education. President Richardson had added other quality educators such as William B. Jason, I.C. Tull, and W. Sherman Savage. William B. Jason had a bachelor's degree from Howard University and a master of science degree from the University of Pennsylvania. Irving C. Tull had come to Lincoln University in 1919 as Dean and Professor of Mathematics. He later became business manager and sometimes registrar. Sherman Savage had come in 1921, after graduating from Howard University and serving in Europe during World War I. He would later earn the master of arts degree from the University of Oregon and the Ph.D. from Ohio State University.

President Young recruited other quality educators to teach on the college level with master degrees and doctorates from such universities as Harvard, the University of Chicago, and Boston University. Sterling Brown, who was employed to teach literature, for example, had attended Williams College with an academic scholarship and graduated in 1922 with Phi Beta Kappa honors. He went on to Harvard on a Clark fellowship in literature and earned a master of arts degree. While literature was already being taught at Lincoln University, Brown was the best trained teacher up to that time, and he did much to establish a strong program. In addition to Sterling Brown, Young also hired a first-rate educator in Langston Bate. Bate was graduated from Kentucky Normal at Frankfort and, then, attended the Illinois Normal College, earning a bachelor of education degree. He was later awarded the master's degree and the Ph.D. in chemistry at the University of Chicago. Bate was the first black Ph.D. at Lincoln University, where he set chemistry off as a separate department and encouraged a great interest in the sciences. Among the other outstanding educators attracted to the faculty by President Young and his program in the next few years were Norval Barksdale, who held degrees from University of Kansas and Dijon University in France, to teach modern foreign languages; Lucien Simington Curtis, with degrees from Harvard College and Columbia University in economics; Thomas Miles, a graduate of Lincoln University in Pennsylvania and the University of Pennsylvania, in mathematics; Eunice V. Pepsico, with both the bachelor of science and master of arts degrees from Ohio State University in home economics; James Dallas Parks, a graduate of Bradley Polytechnic Institute, in art; and Henry S. Blackiston, who earned the doctor of philosophy degree at the University of Pennsylvania, in German and Latin. Still others whom Young recommended but who did not arrive until after he



Cecil A. Blue, B.A. and M.A., Harvard University, and Harlem Renaissance writer, served Lincoln University from 1928 to 1975.

(Lincoln Collection)

was dismissed were Albert A. Kildare, with a bachelor's and master's degree from Boston University in physics; Cecil A. Blue, with a bachelor of arts from Harvard College and a master of arts from Harvard University in English; Everett B. Jones, who earned the bachelor of arts degree at Colgate College, master of science degree at University of Iowa; William W. Dowdy with a master of science from Cornell University in biology; and Ucecil S. Maxwell with a bachelor of arts degree, from the University of Colorado and a master of science degree from the University of Chicago in chemistry. Sidney J. Reedy, an alumnus of Lincoln University, who went on to earn his master of arts from the University of Iowa, returned as Principal of the High School and teacher of Latin. Reedy was the first Lincoln University graduate to receive the Ph.D. Another alumnus, Milton G. Hardiman, after graduating from Lincoln University with a

bachelor's degree, received his master's degree at the University of Iowa. In 1930, he returned to Lincoln University as instructor of Latin and French. Later, he received the Ph.D. from the University of Iowa and taught Spanish and French. Myrtle Livingston with a bachelor's degree from Colorado State Teachers College was added to the physical education program. Thus, in a remarkably short time, Young had raised the quality of the college and high school faculties, the number of faculty members with graduate degrees increasing four fold. Gone were the political appointees of the past, and in their places were competent, college-trained educators.



Dr. Lorenzo J. Greene and Dr. Milton G. Hardiman. Dr. Hardiman, a graduate, returned to serve Lincoln University for many years as the Head of Foreign Languages. Dr. Greene, who served Lincoln University for many years, became an outstanding American Historian.

(Lincoln Collection)

President Young was able to get the high school accredited by the State Department of Education, and then by the North Central Association, which later approved the two-year teacher training program. A guiding hand in all of this was Professor Joseph D. Elliff, of the University of Missouri, who later served as President of the Board of Curators for several years. Another person who worked closely with the President in the accreditation process was George R. Crissman of Central Teachers' College at Warrensburg.

President Young's administration was noted for its high objectives and long-range planning, but the political system under which Board members served at the pleasure of the governor proved troublesome and an insurmountable obstacle to the completion of his program. State politics resurfaced in the management at Lincoln University and President Young's services were terminated by a vote of the Board in April, 1927. Clement Richardson was invited to return, but decided to remain in Kansas City at Western College. William Barrington Jason, currently the Dean, was appointed acting president for one-year. At the same time, the Board relieved Irving C. Tull as business manager, appointing Duke Diggs, a local business man, in his place.

President Jason was a graduate of Howard University, and held a masters degree from the University of Pennsylvania. His first position at Lincoln University was as a coach and science teacher, but later he was made Director of the Academic Department, and ultimately Dean. The local press hailed the first year of President Jason's tenure as Acting President as a time of progress and, the following year, in view of his cooperative leadership, he was appointed president. Meanwhile, the Board went on record in a resolution to seek appropriations for the erection of new buildings for a law school, a gymnasium, and for science instruction.

To President Jason's credit, he upheld Young's standards for the college faculty. Thus, well-trained scholars such as Sterling Brown were retained, and other educators previously recommended for hiring by Young were appointed. Fortunately, the Board had already established the master's degree as the basic criterion for teaching in the college department in 1925, so it generally accepted President Jason's recommendations in this area, as it had earlier accepted President Young's. There were, therefore, no political jobs in the college department. This was not the case, however, in the high school, elementary school, and various offices. In these other areas, President Jason's efforts at retaining Lincoln University's new professional standards were frustrated by dictatorial Board members and their backers.

Paving the way

Recognizing some dissatisfaction with his work and following the appointment of a new Board, President Jason tendered his resignation in 1929, paving the way for the appointment of a new president. He was joined in this resignation by Duke Diggs, the business manager, whereupon the Board immediately appointed Nathan B. Young and I.C. Tull respectively to return to their former positions.

Following his previous dismissal, Nathan Young had served as state school inspector and had been appalled at the lack of high school facilities for Blacks over the state. When he returned to Lincoln University, he urged consideration of the high school at Lincoln University as a place to study, and secured approval for scholarships to aid those who came from the many Missouri communities that did not provide for black education beyond the eighth grade. He began efforts to

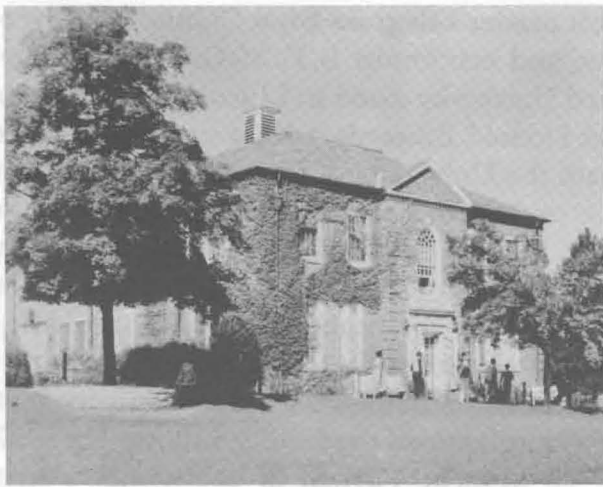


Young Hall, main administration building of Lincoln University - was built in 1931 and called College Hall. It was renamed in 1938 in honor of the late President Nathan B. Young.

(Lincoln Collection)

secure funds for students, pointing out that scholarships at Lincoln University were virtually nonexistent. He also appointed a faculty committee to study the advisability of establishing fraternities and sororities on the campus. This committee recommended the approval of fraternities and sororities to the faculty on February 5, 1930.

Meanwhile, the General Education Board of New York had made a grant of \$50,000 for a Home Economics Building. Ground was broken for the Home Economics Building and the new educational building at the same time, with Governor Henry S. Caulfield as the principal speaker.¹⁸ Local alumni urged that the new educational building be named after Benjamin F. Allen, president from 1902 to 1918, but it was finally decided to call it College Hall. (In 1938 it was renamed Young Hall in honor of the late President Nathan B. Young). The home economics and cafeteria building was named for Anderson M. Schweich, a former Columbia, Missourian who had operated the food services at Lincoln University for several years. The Rosenwald Foundation made a donation of \$7,500 strengthening the library during the academic year of 1929-30. The librarian, Miss Lovey A. Anthony also



Schweich Hall, once the cafeteria and home economics building. It now houses the university computer system and Cooperative Research.

(Lincoln Collection)

reported a small gift of fifteen books by the President of the Board, Charles Nagel.

In his efforts to strengthen the University, President Young urged the Legislature to pass a bill which would set the term of Curators at six years instead of four, with staggered terms, to allow for slower turnover, but he had no success. He was instrumental, however, in having the University inspected by Dr. E.B. Stouffer, Dean of the Graduate School at the University of Kansas, a representative of the North Central Association, for possible approval as a liberal arts college. Stouffer recommended that, in the face of other progress, efforts should be made to secure stronger faculty members, and to strengthen the curricula so that a proper college atmosphere would be more apparent. While the teacher training program maintained the accreditation of the North Central Association, President Young suggested in a letter to T.B. Watkins, a member of the Board from Kansas City, that efforts should be continued to provide the strength necessary for complete North Central Association accreditation.

President Young's second tenure, however, was to be short lived. When a new Board of

Curators met in April, 1931, it voted to release him once again. This dismissal was also the result of political interference in the University's affairs. Dr. Ambrose Caliver, senior specialist in the U.S. Bureau of Education, was sought as his successor, however, Dr. Caliver decided that "he could render a greater service to the Negro race in the position he held." Thereupon, Professor William B. Jason was brought to the helm again, this time as Acting President.

Meanwhile, the name of Charles W. Florence had been presented as a candidate for the presidency, and Dr. J.D. Elliff, President of the Board, was sent to interview Mr. Florence, who was then studying for his doctorate at Harvard University. Elliff and Young had disagreed about the academic direction of the University, so Elliff wanted to be sure of Florence's educational ideas. Florence accepted an invitation to visit the campus, which led to his appointment as president for a term of three years. President Florence was a graduate of the University of Pittsburgh where he received both his bachelor's and master's degrees. He had served at Virginia State College as Professor of Education, Assistant to the President, and Dean of the College. He had completed all work towards the doctorate at Harvard except for his dissertation.

Change in certification procedures

During this time, a change in certification procedure was forcing two-year graduates from normal programs to return to school, thereby creating greater enrollments during the summer sessions. At the close of the first summer session, over which President Florence presided, there was a reported enrollment of 206 students, the largest ever.

Strong athletic competitor

President Florence continued the work begun by President Young. With continued improvement in the academic training of the faculty, Lincoln University was approved as a four-year liberal arts college in 1934 by the North Central Association. **The Founders Day** programs, begun in 1921, were continued. **A High School Day**, designed to bring outstanding high school seniors to the campus was instituted under President Florence, as was the **High School Track Meet**. The two events were later merged into one. Following a strike in 1933-34 by students who demanded the reestablishment of a student council, first established under Young, and hearing their grievances, President Florence reestablished the student council. In addition, **The Clarion**, student newspaper, was established at this time from a project begun by the Kappa Alpha Psi fraternity. President Florence also took steps to strengthen college athletics at Lincoln University. In 1935, Raymond (Ray) Kemp arrived as a new coach on campus. Kemp had played two-years of semi-professional football and had played one-year with the Pittsburgh Steelers. During his first six-years, Kemp served as head coach of football, basketball, and track. During his tenure of twenty-years, Lincoln University became a strong athletic competitor in the Mid-Western Athletic conference.

Despite continued political interference in the affairs of the University, the appointment of a quality college faculty, the priority of President Nathan B. Young, was continued as a priority of President Florence. In the fall of 1931, Miss Marcia Canty with a masters of arts degree from Columbia University was appointed to the Department of Home Economics. In 1933, historian Lorenzo J. Greene, and writer, T. Thomas Fletcher both

with master's degrees from Columbia University, and economist B.T. McGraw from Harvard University came to Lincoln University as did Donald Edwards, with a master's degree from the University of Chicago in physics. In the mid-thirties some talented alumni, Sara Jane Spencer in history, Moddie Taylor in chemistry and Ruth Muse in mathematics came back as teachers after obtaining graduate degrees. In 1934, Walter Talbot with a Ph.D. in mathematics from the University of Pittsburgh joined the faculty, followed in 1937 by H. Monroe Purnell in economics. That same year Hazel McDaniel Teabeau gave a new spirit to the English Department, and the next year Cyrus B. Taylor was hired to strengthen the Industrial Arts Department.



Charles W. Florence, President of Lincoln University, 1931 to 1937. During his tenure the University's Liberal Arts program was fully accredited by North Central Association in 1934.

(Lincoln Collection)

It was also during the presidency of Florence that Lloyd L. Gaines, a graduate of the class of 1935, applied for admission to the Law School at the University of Missouri. Following refusal, Gaines sued the Registrar of the University of Missouri to gain admission to the Law School. The defense argued that since provision had been made for Gaines and

others to attend colleges and Universities in adjacent states, his rights had not been denied. When this argument was upheld by the Missouri State Supreme Court, the case was carried to the U.S. Supreme Court which ruled, in 1938, that the University of Missouri must admit Gaines or establish a law school at Lincoln University. Also, with this ruling, tuition aid for study outside the state was outlawed.

Playing politics

The Lincoln University Board voted to discontinue the services of President Florence as of July 1, 1937, and again Dean W.B. Jason was appointed as Acting President, while the search for a new president took place. Dr. Elliff, however, charged that politics was the underlying cause for the dismissal of President Florence and submitted his written resignation from the Board of Curators to the Governor. He charged that under the present system of playing politics with the University, accreditation was threatened, and that he, in good conscience, could have no part of this. The North Central Association, with which Dr. Elliff was active, threatened to place the University on probation if the state did not correct the matter of political meddling. This action resulted in a new method of appointing Board members. Each was to serve a six year term as in other state colleges and universities, with terms staggered in such a way that turnover was slower. Four of the nine-member Board were to be Black. Operation of the University was to be entirely in the hands of the Board for broad policies, while the President and faculty were to operate within these policies.



Sherman D. Scruggs, President of Lincoln University, 1938 to 1956. During Dr. Scruggs' tenure graduate study, the School of Journalism, and the School of Law were added to the University.

(Lincoln Collection)

By March 4, 1938, the Board had narrowed its search for a new president to two men, Dr. Harry Blackiston, Professor of English and German at Stowe Teachers College in St. Louis, and Dr. Sherman D. Scruggs, Supervisor of Elementary Schools in Kansas City, Kansas. Both men were well-prepared in their fields, Dr. Blackiston holding the Doctor of Philosophy degree from the University of Pennsylvania, and Dr. Scruggs holding the Doctor of Philosophy degree from the University of Kansas. The Board selected Dr. Scruggs as the new president and he assumed his new position on July 1, 1938.¹⁹

With the reversal of the State Supreme Court's stand on the issue of admittance of Blacks to the University of Missouri Law School, the Board set out to establish a law school as an extension of Lincoln University. In fact, the Board was under a virtual mandate from the Legislature to establish such a school,

and money was allocated for this purpose. The Law School was established in St. Louis in the old Poro Building in September, 1939, with William E. Taylor, formerly Acting Dean at Howard University Law School, serving as the Dean.

The Law School opened amid violent verbal attacks and some picketing that labeled the institution as a sell-out to racial segregation. Pickets blocked the entrance with signs that read: "Don't Be a Traitor to Your, Race," "Stay Away From This School," and "I Have Self-Respect, How About You?" The Law School, however, was opened.

Mysteriously disappeared

Among the first of the thirty students to enroll in the Law School were Otis Carroll Booth, Robert Louis Hampton, John Winston Harvey, Lucille O. Irving, Edward Watson Keene, M. Olivia Merriwether, James E. Miller, Vertie Lee Moore, Alvin Rose, and Frank Weathers. The faculty was composed of Daniel Bowles, James C. Bush, Scovel Richardson, Silas Garner, Myron Bush, and H. Wilson Gray. Lloyd Gaines, however, whose legal actions resulted in the Law School never sought admission. Gaines mysteriously disappeared and was never heard from again. After integration, The Lincoln Law School was closed in 1955.

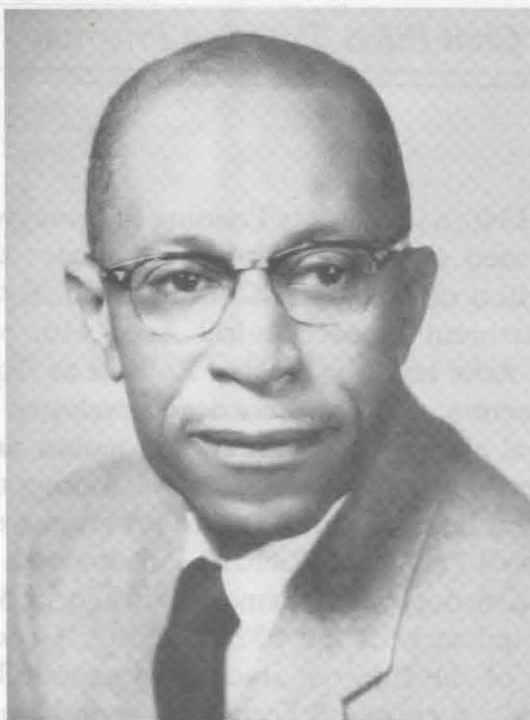
The Lincoln University School of Journalism was established through a similar process. In 1939, Lucille Bluford, after receiving an undergraduate degree from the University of Kansas and working seven years for the Kansas City Call Newspaper, applied to the University of Missouri Graduate School of Journalism. The graduate school accepted

Miss Bluford's transcripts but the officials turned her away in the registration line because she was Black. Miss Bluford's attempts to gain entry to the School were refused at least eleven times and, finally, she sued. In her case, the U.S. Supreme Court ruled that either desired courses be taught at Lincoln University or those students wanting such courses be admitted to the University of Missouri. This led to the Lincoln University School of Journalism, which opened in February 1942 at Jefferson City.²⁰ When the state appropriation for the School of Journalism fell too short to hire an adequate number of professors, another black student, Edith Massey, by means of another lawsuit, forced the University of Missouri to supply white professors for the School. In 1945, the Legislature finally appropriated enough money to hire an adequate teaching faculty under the leadership of Dr. Armistead S. Pride.²¹ As was the case with The Law School the School of Journalism immediately drew criticism from some Blacks who saw it as a concession to segregation. The St. Louis American, a black newspaper, typified the School as one of two "bloodsuckers attached to Lincoln." The other one, in the opinion of the paper was the Law School.



Sharecropper's Strike of 1939 in Southeastern, Missouri.

(Western Manuscript Collection, Missouri State Historical Society) ~ (L.J. Greene)



Dr. Lorenzo J. Greene, Historian and Social Activist, promoted study of black history and civil and human rights in Missouri and the nation.

(Lincoln Collection)

Barely surviving

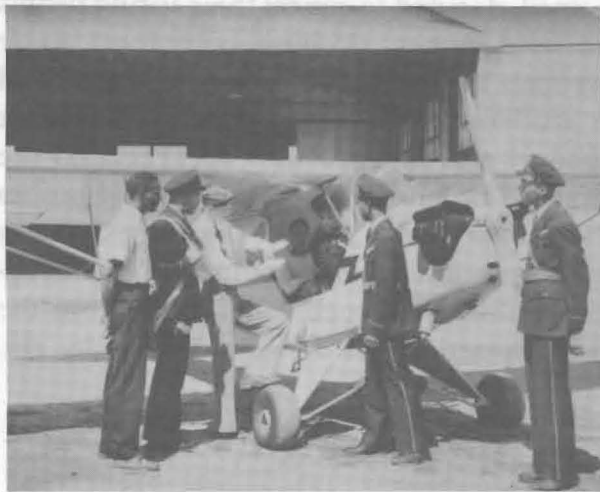
Lincoln University became involved in other controversial events during the late 30's, one on which was the Southeast Missouri Sharecroppers' protest. On January 1, 1939, white and black sharecroppers and tenant farmers from several Missouri counties were evicted by their landlords. As a means of bringing their plight to the attention of the rest of the State, they moved with their few belongings onto Highways 60 and 61. There, at the mercy of the elements, and unable to obtain aid from local or state authorities, they hung on, barely surviving. In April, Assistant Professor of History, Dr. Lorenzo Greene, decided to do something to help.²²

After viewing the plight of the farm workers, Dr. Greene described their sufferings to his American history class at the University. After hearing Dr. Greene's description of the poverty and starvation, the Alpha Kappa Alpha and Delta Sigma Theta sororities, and the Student Council, decided to cancel their spring proms and send money, clothing, baby food, sugar and soap to the sharecroppers. Greene and his students made many trips to Southeast Missouri and in 1940 they spearheaded the purchase of land and the building of homes near Poplar Bluff. Finally, the Farm Security Administration aided in getting the sharecroppers settled, but much relief came from the unselfish actions of Lincoln University students.²³

Graduate programs

In order to avoid further lawsuits against the University of Missouri, the Missouri General Assembly, through the Taylor Bill of 1939, mandated Lincoln University to establish graduate programs. During the summer school session of 1940, programs leading to the Master of Arts degree in Education and in History were begun. These programs were placed under the supervision of a Graduate Council, with Dean W.B. Jason, chairman, Dr. R. Clyde Minor, secretary, and Dr. Sidney J. Reedy, Dr. H.F. Lee, Dr. W. Sherman Savage, Dr. B.T. McGraw, Mr. S.F. Collins, and Mr. Cecil A. Blue, as members. The first alumni to enroll in this program were Misses Mildred Allen ('39), Queenabelle Walton, Marjorie Beck and Clotine Sloan ('38), Messrs Joseph King and Herbert Kitchen ('39), and Thomas Meeks ('40).

Civil Pilots Training Program



Civilian Pilot Training Program in 1940's.
(Lincoln Collection)

In 1940, a Civil Pilots Training Program was instituted at Lincoln University, under the direction of G. Robert Cotton, Head of the Department of Mechanical Arts, with Mr. C.M. Ashe and Mr. Erskine Roberts as flight instructors. This course was developed in several colleges throughout the nation as a feeder to army aviation schools. Among the first students to enroll in the program were Wendell Pruitt and Richard Pullam, both of whom distinguished themselves in World War II as pilots with the 332nd Fighter Group. Nine of the first ten students who enrolled received their pilot's license at the end of the first year. Also, during World War II, a Defense Council was organized on campus and charged with the responsibility of planning courses which would directly contribute to the demand for skilled workers in the war effort. Courses in foods, first aid, secretarial training, and machine shop were added to the curriculum in 1942.



Wendell Pruitt (1941) distinguished himself as a pilot in World War II with 332nd Fighter Group.
(Richard Pullam)



Lincoln University contributed to the war effort.
(Lincoln Collection)

New era of expansion

During the 1930's and 1940's, Lincoln University entered a new era of expansion. With accreditation and the improvement in academic standards, student enrollment increased and new dormitories and other buildings dotted the campus. In 1936, Benjamin F. Allen Hall opened as a dormitory for men and John W. Damel Hall was completed in 1937, designed to accommodate the Mechanic Arts Department and the Department of Agriculture. In 1938, Logan Bennett Hall became the dormitory for junior and senior women. In 1940, Libby C. Anthony Hall opened for freshman and sophomore women. Efforts had already begun to secure funds for the building of a library, and N.P. Barksdale, as Chairman of the Library Committee, submitted a proposed blue print for such a building as early as 1940, but all plans were delayed during the war.²⁴



Bennett Hall Dormitory, named for Logan A. Bennett, of the 62nd U.S. Colored Infantry, one of the original founders of Lincoln University. This building opened in 1938.

(Lincoln Collection)



Anthony Hall Dormitory, named for Libby C. Anthony. This building was completed in 1940.

(Lincoln Collection)

Also, during the 1930's and 1940's, President Sherman D. Scruggs continued to attract a number of talented faculty to Lincoln University. In 1939, Arthur E. Pullam, Jr. in Biology, James N. Freeman in Agriculture, Scovel Richardson and James C. Bush in the Law School joined the faculty. The next year was just as fruitful, for James H. Seeney and Dr. Harold Lee were appointed to the Department of Education and Charles E. Dickinson joined the agriculture faculty. In 1940, Thomas D. Pawley, in speech and theatre came to Lincoln University.²⁵ In 1941, Charles Mason Hoard came to Lincoln University as Football Coach and would later serve as Dean of Men, Dean of Students, Head of the Department and Professor of Education and Psychology, and Provost. In 1942, Dr. O. Anderson Fuller was appointed Head of the Music Department;²⁶ Dr. Mabel Smythe was appointed to the faculty in economics; Alan T. Busby in agriculture and Mary Louise Brown in English. In 1948, Dr. Oliver Cromwell Cox, a noted sociologist, was appointed to the Sociology faculty.²⁷ Dr. Willis E. Byrd in Chemistry, arrived in 1949 as did Coach Dwight T. Reed.²⁸

Spirit of the 75th

In 1941, Lincoln University celebrated seventy-five years of existence, and Dr. N.P. Barksdale ('17) was the general chairman of the committee appointed to plan the celebration. The committee brought to the campus a number of notable persons, including Dr. W. E. B. DuBois, Dr. Ralph Bunche, Dr. Mercer Cook, Dr. Abraham Harris and poet, Sterling Brown. The University yearbook, formerly called the **Quill**, revived in 1936 after a four-year absence, and renamed **The Archives** in 1938, was specially planned to carry out the spirit of the 75th anniversary.

During the 1940's increased emphasis was placed on scholarship. Beta Kappa Chi Honorary Scientific Society, Epsilon Chapter, was established by vote of the faculty in January, 1944, to encourage students in the sciences to seek excellence. In 1947, the **Midwest Journal**, a 150-page magazine of research and creative writing began publication at Lincoln University. This publication gave the University national exposure and included articles by and about Blacks from the 19th century through the mid-twentieth century. The Journal covered topics ranging from slavery and courts, to religion and poetry, to art and politics. Lorenzo J. Greene was editor and Cecil A. Blue and Sidney J. Reedy served as associate editors. Under their leadership the magazine gained a national following. This emphasis on scholarship continued into the following decades.



Chapter I Notes:

1866 - 1950: THE LONG STRUGGLE

1. Foster believed that the opportunity for Central University was lost because of this example of the "caste spirit".
2. Taken from Missouri Black Heritage, by Lorenzo J. Greene, Gary R. Kremer and Antonio F. Holland.
3. Festus Reed was Foster's father-in-law who volunteered his services for no pay, but after year's end, the Board granted him \$200.00 for his services.
4. Lincoln Institute was endorsed by many important black and white leaders of the period including Frederick Douglass and Henry Ward Beecher. Beal was joined by John Lane, a black Jefferson City businessman, who became the school's agent within the state. By 1868 the Institute's classes were being held in a building used by the Colored Baptist, an old frame building formerly used as a livery stable.
5. The new State Constitution charged the General Assembly with maintaining free public schools for all youth between the ages of five and twenty-one. Separate schools could be established for Blacks. The General Assembly in early 1866 authorized a public school system for both races. Each township or city board of education was to establish and maintain one or more separate schools for black children within their respective area, if they had more than twenty.
6. Foster claims that General O.O. Howard was personally responsible for seeing that Lincoln Institute got this \$6,000.00 with great difficulty. This is also a tribute to Foster's influence and speaks to the high regard in which he was held. Some historians believe that James Milton Turner made up the account of Jesse James' contributions. Turner was an agent for Lincoln Institute and, therefore, it is possible.
7. The new building was dedicated on July 4, 1871 and Colonel David Branson of Philadelphia, the former commander of the 62nd, was the main speaker to the soldiers and friends of the school. Howard Barnes, a black hotel owner and businessman in Jefferson City, was a member of Lincoln Institute's Board of Trustees and put up his extensive property holdings as security, which allowed the school to get the credit to build this first building. The new debt and its annual interest almost ruined Lincoln Institute as well as Howard Barnes.
8. Foster then decided to become a minister, taking charge of churches at Osborne, Kansas and nearby communities, Red Cliff, Colorado and Stillwater, Oklahoma. He was given a honorary Doctor of Divinity Degree by Howard University in 1891 and taught at Kingfisher College in Oklahoma. Foster died in 1901 at the age of 74.

9. The efforts to make Lincoln Institute a state institution continued unabated because of the belief that the black population was entitled to share in the 1862 Morrill Land Grant Act monies and because of the continued poor financial condition of the school. The school had a debt of \$10,000.00 and the annual interest was pulling the school under. As Howard Barnes was about to lose his properties, he persuaded a white Jefferson City lawyer to run for the General Assembly, with the idea that he would introduce a bill to have the state provide the money to pay off Lincoln Institute's debt. The lawyer agreed if Barnes would deliver the black vote for him. Barnes came through and the new representative from Jefferson City introduced the bill. The new Constitution of 1865, however, prohibited the state from giving money to private corporations. Thus, Lincoln Institute had to become a state institution.
10. Also, on August 21, 1889, primarily because of political changes, the Board had acted to remove Page as President, but this aroused so much controversy that the Board reassembled a week later to rescind its action. G.N. Grisham had been appointed President, but in the face of opposition to Page's dismissal, he withdrew his acceptance.
11. During this period one of Lincoln Institute's best known teachers was Josephine Silone Yates. A 1879 graduate from Rhodes Island Normal School, she came to Lincoln Institute to teach English. She left to marry W.W. Yates, a principle in the Kansas City School, but later returned to Lincoln Institute in 1903 and remained for several years. From 1901 -1906 she was president of the National Association of Colored Women's Clubs.
12. As early as 1894, the outstanding W.E.B. DuBois refused to accept a high paying position at Lincoln Institute because of the insecure tenure of teachers and the fear that state politicians would prevent him from doing honest research regarding the status of black Americans.
13. Howard Cook was the treasurer for Lincoln Institute. At this time, it was customary for the Board to pick a local businessman or banker to be the school's treasurer.
14. The Smith-Hughes Act (1917) provided for training in Agriculture, industrial, and commercial subjects and the teaching of vocational subjects.
15. Extensive nepotism created internal conflict on campus. In 1919, at Richardson's request, the Board established a policy that no relatives of present faculty members would be hired on a regular basis.
16. Walthall Moore was born in Marion, Alabama on May 1, 1881. He attended the public schools in Alabama, St. Louis schools, and Howard University in Washington, D.C. In 1896, Moore settled in St. Louis and worked as a clerk for the Post Office and the Railway Mail Service. He helped to establish the first black steam laundry business in Missouri, and he was studying law at the time he was elected to the General Assembly.
17. In 1921, the President of the Board was informed that the Legislature, if requested to do so, was willing to provide funds for the purchase of land to expand the recreational facilities at Lincoln. Richardson was told by the President of the Board to make the request. The business partner of the Board's President purchased the land and received a very generous commission on the sale. The Board's President was a Democrat and a Republican had just been elected Governor. The Governor called for an investigation of the land deal by the Attorney General and the state legislature. Many thought it was just politics as usual and that Richardson was completely innocent, and only doing what he had to do in order to hold his position.

18. Late in President Jason's tenure, the Legislature had appropriated \$250,000.00 for an educational building. This building was completed in September, 1931.
19. President Scruggs was formally inaugurated as President on Founder's Day, January 14, 1939, during which the principle address was delivered by Chancellor Ernest H. Lindley of the University of Kansas. This was followed by a forum entitled, "The Negro College and the Social Order," with other visiting college presidents participating.
20. Fifty years after she was denied admission to the University of Missouri, Miss Bluford now publisher of the Kansas City Call, received an honorary doctorate of humanities from the University of Missouri.
21. Armistead S. Pride joined the Lincoln University faculty as an English teacher in 1937. After the Bluford lawsuit, he returned to Northwestern University's School of Journalism, where he earned the masters and Ph.D. degrees.
22. Dr. Lorenzo Greene, who became one of the nation's leading historians, came to Lincoln University in 1933. He was an associate and friend of the late Dr. Carter G. Woodson, the "father" of black history and he was the author or co-author of eight books and numerous articles.
23. Adele James from St. Louis, Bernice Smith from Kansas City and Cynthia Bolt from Boston represented the Deltas, AKAs and the Student Council respectively.
24. Funds were not made available for the construction of Inman E. Page Library until 1947. This building was occupied in the spring of 1950, the first complete library building in the history of Lincoln University. The two complete floors and a partial basement comprised 240,000 cubic feet and provided facilities for approximate 450 readers at one time in the building.
25. Dr. Pawley was later to become Department Head, Division Head, Dean, and Director of the well-known Lincoln University "Stagecrafters" for many years.
26. Dr. O. Anderson Fuller was the first Black Ph.D. in music in this country.
27. Dr. Cox was the author of five major books. His work in the area of race relations gained him national recognition and stimulated scholars to think about problems of social order and change.
28. Coach Reed became an institution, much admired, loved, and respected. On May 4, 1985, the mayor of Jefferson City, Missouri, George Hartsfield signed a proclamation naming this day as Dwight T. Reed Day. Also on this day Lincoln University renamed its football field and track the Dwight T. Reed Stadium.

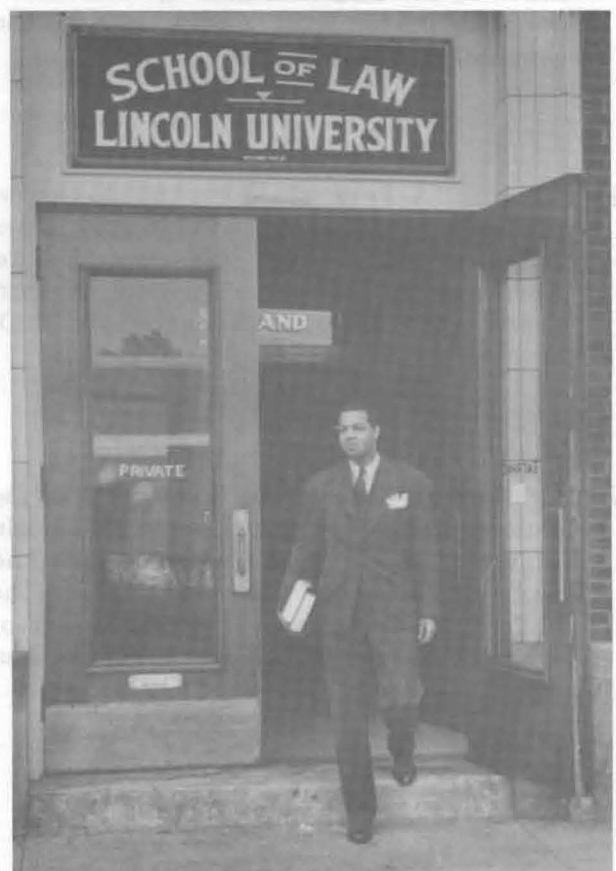
CHAPTER II

THE 1950's: A SMOOTH TRANSITION

A visitor on a tour of Lincoln University in the early 1950's would have found the ideal small, black university, specializing in teacher training, liberal arts, business, and agricultural training. The visitor would have seen a well run university, a sound institution of higher learning, which if not exactly prosperous, was at least making ends meet. The student body was well disciplined, neat, social, and studious. In short, Lincoln University seemed the epitome of the black, segregated university at the time. The single cause for concern seemed to be the declining enrollment, but this was due mainly to a decreasing veteran enrollment and to legal challenges to segregation that siphoned off students to other schools. The basic core of Lincoln University students--black undergraduates who wanted a college education in segregated America--was firm. The University's professional teaching staff was one of the best in Missouri, and the graduate schools were respected academically, despite their segregated origins.

Students who came to Lincoln University had every expectation of being taught by the best black academics in the nation. Nineteen of the twenty-six full professors and associate professors held doctorates. Most of these degrees had been awarded by prestigious universities throughout the United States. Harvard, Columbia, Cornell, Chicago, Boston, New York, Michigan, Pennsylvania, Wis-

consin, and Iowa head the list of the top-of-the-line universities that were the Alma Mater of Lincoln University's professors, who were nationally respected in their fields because of their publication and research.¹



Lincoln University School of Law open in September 20, 1939 and located in the Old Poro building in St. Louis, Missouri. The Law School was organized as a result of Lloyd Gaines case and closed in 1955.

(Lincoln Collection)

In addition to the excellent reputation of its professors, Lincoln University's status was enhanced by the Schools of Law and Journalism. Despite their controversial beginnings and the accusations of some black leaders and newspapers that they were "Jim Crow" institutions, both Schools, when judged from their records, were reputable academic establishments. By 1955, the Law School had produced fifty-two graduates who practiced law in fifteen states. Some of its graduates achieved renown in the legal profession. Theodore McMillian, for instance, became a circuit court judge for St. Louis in 1956, and Margaret Bush Wilson achieved recognition as an attorney and later as Chairperson of the NAACP. In addition there were other successful graduates: John W. Harvey, Assistant Attorney General of Missouri, William MacKey, Indiana State Legislator, and Gerald D. Lenoir, Deputy District Attorney for Los Angeles County, California. In 1950, there were fifteen Lincoln University journalism graduates working on black newspapers. One of the premier arguments for the existence of the School was that it was the only black school of journalism in the country that could train black journalists for black newspapers. This factor was enough for the The Chicago Defender, a prominent black newspaper, in conjunction with Pepsi Cola, to sponsor a \$500.00-a-year scholarship for a student to attend the School. At the time, this was an impressive award, for it would cover the majority of tuition, room, board, and incidental fees for a year at Lincoln University.

Another measure of the University's prestige was the caliber of guests who consented to attend the annual **Headliner Week** each year. This event, usually held in April, was a week-long training session for high school students interested in careers in journalism. Speakers, workshops, and displays drew black

and white students alike from as far away as the east coast. Lincoln University invited college professors, successful newspaper persons, and publishers to attend this event to teach the skills of journalism. At one time or another in the 1950's, RCA, NBC, Time, The Christian Science Monitor, The National Scholastic Press Association, and the Journalism Schools of the University of Kansas and University of Minnesota sent representatives to Headliner Week.

Indeed, students came to Lincoln University because the education was a quality one and an inexpensive one. Records of the Registrar's Office report that students attended Lincoln University from twenty-one states, and paid what, by today's standards, were incredibly low tuition and fees. For instance, in 1954, \$600.00 per student per year covered room, board, tuition, books and incidentals. Broken down, that sum included \$12.50 per month for a dormitory room, \$35.00 a month for food, and \$60.00 a semester for tuition.²



*Dr. Charles Hoard came to Lincoln University in 1941. For many years he served as Dean of Students.
(Lincoln Collection)*

If costs for a college education were low, expectations for college students were high. Alpha Kappa Mu Honor Society, Alpha Gamma Chapter, encouraging high scholarship, was established at Lincoln University in 1950. The cumulative average for admittance to the Society was 3.200 and a minimum of seventy-five credit hours. Phi Mu Alpha sinfonia, a national and professional music fraternity, was established on the campus in 1953, for outstanding students of music, and also Kappa Chapter of Delta Mu Delta national honor society for majors in economics or business administration. In addition, following the establishment of military training on campus in 1950, the Scabbard and Blade national military honor society, restricted to cadet commissioned officers, was established in 1955.³

The penalty of suspension

Handbooks issued to each student contained strict regulations governing student behavior. Lincoln University coeds, of course, abided by dormitory regulations. During the week a female freshman had to be in her dormitory room by 9:30 p.m., while a senior enjoyed an extra hour of freedom. On weekends, 11:30 p.m. was the absolute limit. In any case, freshmen and sophomore women could not leave campus without permission of their parents, but junior and senior women, as a concession to their maturity, were allowed to go as far as five whole blocks from campus-but no further. For men, there were no published hours, but, "when leaving Jefferson City, all students [had to] notify the Dean of Men or Dean of Women." Regulations governing the use of alcohol were equally strict. The 1950-51 Student Handbook stated quite clearly: "Use of alcohol is forbidden and violation carries the penalty of suspension."

"Graceful Living"

There was an air of formality that modern campus life lacks. By common consent, not by formal University regulation, shorts were not worn to class, and the evening meal required a white shirt and a dark tie for the men. For a time in the early fifties, students took a required course entitled "Graceful Living" taught by Marcia C. Hammons of the Home Economics Department. This course covered such subjects as grooming, manners, and etiquette. Campus custom also, according to the Student Handbook, required freshmen to attend a Thursday morning convocation class every week. During the week before Easter a Religious Emphasis Week included five formal lectures or recitals on topics of religion. In addition, the moral character of the students was attended to by President Scruggs of the University who held a Bible class every Sunday morning at 9:30 a.m. in Page Auditorium of Memorial Hall. Bible classes were not mandatory, but were generally well attended.

"hell week"

Social life revolved around the Greek system. Probably seventy percent of the students belonged to one of the four fraternities or four sororities on campus. In 1951, alone, the four fraternities initiated into active status 141 new members, a huge proportion of the male student population that then numbered around 350. These were the "old" days of fraternity life that sometimes allowed hazing of pledges in the most extreme form. Although articles in the Lincoln Clarion tactfully do not describe the specifics of hazing, they do describe some of the rigors of pledge life.



Dwight T. Reed, winning football and track coach.
(Lincoln Collection)

This incredible record was due not only to the coaching of Dwight T. Reed, but to the equally incredible athletic skills of players such as Harry Stokes, Ron Marsh, and the famous Leo Lewis. Lewis had been recruited out of Minnesota—hence his nickname, the Minnesota Express. In his four seasons at Lincoln University, Lewis amassed an impressive record, in yardage gained and touchdowns scored, that broke existing records for small colleges. In 1953, he was voted All-American along with team captain Harry "The Jug" Stokes. In 1954, the Associated Press again selected him for the Little All-American Squad, and, in the same year, he received the Pigskin Award in Washington, D.C. "for being the Midwest's most outstanding football celebrity for colleges in this section of the country." This recognition was based on Lewis' record of sixty touchdowns and a record of 4,447 total yards gained. By 1954,

however, Lincoln University's invincible winning streak was over. While the football record remained impressive throughout the rest of the 1950's, never again would the University have such a long run of unbroken victories.

The early 1950's were also good years for Lincoln University's basketball team. The 1950 team was number one in the Midwest Conference. In 1951, the team dropped to third in the Conference, but bounced back to be co-champions in the Conference in 1952. For the rest of the early 1950's Lincoln University continued to put good teams on the courts, and came close to winning the Conference championships in 1953 and 1954.



Leo Lewis, outstanding football player in the 1950's, went to play professionally and returned to Lincoln University as a coach and physical education instructor.

(Lincoln Collection)

Achieve fame

Even in the minor sports, Lincoln University did well during this period. The track team won the Midwest Conference in 1950, and broke four Conference records in the 440, 880, two mile run, and one mile relay. The team was the only all-black team to attend the Drake, Kansas, and Illinois Track Relays, and at the Shertleff Relays in Alton, Illinois, Lincoln University's team won every event but one. In 1954, the tennis team swept the Midwest Tennis Meet at Jackson, Mississippi, due, no doubt, to the coaching skills of Althea Gibson, who was soon to turn professional and achieve fame as a victor at Wimbledon.

All in all, in the early fifties Lincoln University was seen as a model segregated institution. But there were cracks in this pretty picture. The University was only just making ends meet, because the state legislature did not consider the University the equal of other state educational institutions, and funded it accordingly. In addition, students were more or less confined to the campus and the area immediately surrounding it, by the customs of small, southern Jefferson City.

Lincoln University, however, did not exist in a vacuum. Like any college it had a symbiotic relationship with the City—the University got goods and services from the city and the city profited from sales to the University and its students. In the case of Lincoln University and Jefferson City that benefit was substantial. A survey by the Lincoln Clarion in 1949 showed that the University and its students injected \$74,880 per month into the businesses of Jefferson City. For the most part, the town, despite this infusion of money, showed no regard for the University and its students. In fact, it often treated them with contempt. A rigid segregation policy, lasting well into the 1950's, kept Blacks out of local restaurants and hotels. In addition, the Jefferson City School

Board sometimes went to additional lengths to discriminate against Lincoln University and its student body. In October, 1947, for instance, Lincoln University paid the Jefferson City School System \$50.00 to rent the high school stadium for its homecoming game against Tennessee State. The School Board accepted the agreement, but, after receiving the money, informed the University that the black players would not be allowed to use the stadium field house with its showers and dressing rooms. When Lincoln University petitioned the School Board against the prohibitions, the "President of the Board refused to reconsider or remit the fee" (Lincoln Clarion, October 24, 1947). Yet the Board's action did represent a slight improvement in race relations—the previous year it had refused to even rent the field to the University. Not until 1957 did Lincoln University reach an agreement with the public school system to allow the team to play all of its games at the public school stadium.

Two years later the School Board refused to let Blacks enroll in its adult education evening programs. Weeks after this decision, Superintendent A.L. Crow, under pressure, did say that the district would supply a teacher if eight to ten Blacks wanted to form a segregated class. The School Board did not reverse this policy until forced to do so by a circuit court order of Judge Sam C. Blair.

National headlines

One racial incident made national headlines. In January, 1953, during the inauguration of Governor Phil M. Donnelly, the parade marshall ordered the Lincoln University ROTC contingent to march at the end of the parade behind the artillery. This was a violation of standard military practice which never puts infantry units behind artillery pieces.

This standard practice began in the days when horses pulled the big guns and units behind them were subjected to unhygienic conditions. Rather than face this humiliation, the ROTC unit refused to march at all. Governor Donnelly, embarrassed by the incident, arranged for the Missouri House of Representatives to vote an apology which passed by a vote of 109 to ten.

"inch space"

Still race relations were not all negative in Jefferson City. Suffering from a severe shortage of nurses in the early fifties, St. Mary's Hospital decided to employ three black registered nurses. Also, in May, 1951, at a public meeting, Jefferson City citizens decided to approve the establishment of a non-segregated serviceman's club in town, but only after the group made it clear that the club would not host dances or mixed social events. At about the same time, C.C. Damel, Lincoln University's Secretary of Public Relations, reported an increase of "inch space" for news related to the University in the local newspaper and noted that "a favorable attitude had been exhibited by the local paper toward Lincoln."

Cause for concern

During the early 1950's, however, the University faced a decline in student enrollment from a record high enrollment in 1946, due to the gradual decrease in the number of men attending Lincoln University on the G.I. Bill after World War II. This was a great, almost single, cause for concern. Like most

colleges at the time, Lincoln University's veteran enrollment (on Public Bill 236 the formal name of the G.I. Bill) reached its peak between 1946 and 1948, then steadily declined as most veterans used up their benefits or were graduated. Whereas Lincoln University had 333 veterans in 1946, by 1948 the number had shrunk to 309. By 1949, the number was down to 236. By 1950, the number had further declined to 115. In Lincoln University's Law School, the evidence of decline was even more apparent. Thirty-one of the forty-three law students enrolled in 1949 were veterans on the bill. By 1950, only twelve of thirty-one students were veterans, and, by 1952, only three veterans enrolled in a class of twenty.

This decline in the number of students was offset somewhat by an influx of teachers who returned to Lincoln University to earn their B.S. degrees, in an attempt to comply with the new teacher education guidelines established by the Missouri Legislature in 1947. The University Registrar, however, reported in 1953, that even this number was declining. The same Registrar's report anticipated an increase in enrollment due to a new group of veterans returning from the Korean War. While there was an increase in the enrollment of veterans in the fall, 1953, over the fall of 1952, it was not enough to offset the overall decrease in the student body.⁴



Inman E. Page Library opened in 1950 as the center of campus life and remains the heart of the University today.

(Lincoln Collection)

School now open

Yet another reason for low enrollment in the early 1950's was the decision of the Missouri Circuit Court of Cole County in 1950, providing for the enrollment of black graduate students at the University of Missouri. By 1953, fifty Blacks had taken advantage of this ruling and were pursuing graduate studies at the University in Columbia. With the University of Missouri Law School now open to them, black students, except St. Louis residents, had little reason to attend Lincoln University's Law School.

As impressive as the School of Journalism was during the 1950's, its enrollment was also affected by the courts decree that black students could not be excluded from graduate programs at the University of Missouri. By 1951, following the decision of the Cole County Circuit Court to admit Lincoln University alumnus, Gus Ridgel, to the University of Missouri, enrollment in the Lincoln University School of Journalism had dropped to thirty, and by 1952, enrollment was down to seventeen.



Mitchell Hall, the Journalism Building, was named for Joseph Mitchell, editor and publisher of St. Louis (Missouri) Argus newspaper.

(Lincoln Collection)

Probably as a result of declining student enrollment, only a modest expansion of physical facilities occurred on the campus in the first half of the 1950's. Requests for new buildings went largely unfilled during the early part of the decade. The real period of physical expansion would come after 1955, when rapidly climbing enrollments demonstrated, to a generally frugal legislature, a clear need for funds. Between 1950 and 1954, therefore, Lincoln University had to content itself with a new library, completed in 1950; Irving C. Tull Hall, a residence hall for 114 men; and a new building for the School of Journalism dedicated on January 21, 1954. The only other addition was a 160-acre farm near Mokane, added in 1950, which became part of the agricultural program.

Changing times

During the last half of the 1950's, however, Lincoln University would be changed completely. On May 17, 1954, the Supreme Court unanimously rendered a decision which would add new problems. When the Court ruled in the case of Brown vs the Board of Education of Topeka, Kansas, that Linda Carol Brown could go to school with white children, the decision changed the whole country and also ushered in a new time for Lincoln University. In a few years, Lincoln University would change its curriculum, lose two professional schools, and move away from its technical curriculum towards an increased emphasis on the liberal arts and teacher education. In late 1954, President Scruggs was unable to resume his duties because of illness.

He was replaced by Dean Earl Dawson, who after serving as interim chief administrative officer for two years, was appointed President of Lincoln University in September, 1956. President Dawson would lead Lincoln University into the changing times that lay ahead for the institution. Student enrollment would double by the end of the 1950's, and one-third of those students would be White. Life on campus from football to fraternities would have to adapt to new conditions. Finally, Lincoln University would move toward a new relationship with Jefferson City.



Registration after integration.

(Lincoln Collection)

Missouri was fortunate that its governmental officials decided to accept the Supreme Court's decision without opposition. In May of 1954, the State Board of Education asked Missouri Attorney General John M. Dalton how the Brown decision would affect Missouri's segregated schools, and he replied that the state's segregation laws were null and void. This enlightened attitude allowed for a

smooth transition from segregated to integrated schools and colleges, without the dissension and violence that other states experienced. By 1955, the St. Louis Argus, a black newspaper, was able to report that Missouri was leading the other states in the integration of its schools.

Missouri's low-key, reasoned approach was typical of a gradual movement towards integration within the state that had been somewhat evident since 1950. During every session of the General Assembly from 1950 to 1954, at least one bill had been introduced to end segregation at one level or another. For example, in 1950, House Bill 182 proposed the admission of Blacks to the University of Missouri, and in 1951, The House Education Committee attempted to pass an anti-segregation bill, only to have it shelved because of amendments that would have made it ineffective. Between 1952 and 1953, the Missouri House approved an integration measure for schools, only to have the bill die in the more conservative Senate. Reasons for the defeat of these bills ranged from outright racism such as that of one state representative from Hayti, Missouri, who stated on the floor of the House that he just couldn't help using the word "nigger", to the more traditional southern reason of the Representative of Mississippi county, who felt that "the Negroes are trying to go too fast." Support for these attempts at integration came from a large number of representatives who either felt segregation was immoral, or felt that the current system of segregation duplicated school services and was hence too expensive. One of the most unique reasons for supporting integration came in the 1953 session from the Eighth District Representative, who stated that if the Blacks did not get integration they might turn to Communism.

"new spirit of cooperation"

Once the Supreme Court had spoken, Jefferson City followed Attorney General Dalton's lead, and the example of other school districts, and ended its segregation in its public schools. On July 23, 1954, the school board voted to allow Blacks in grades nine through twelve to enroll in public schools. The Jefferson City Junior College was also opened to Blacks. Segregation continued in the lower grades, however, because of inadequate facilities and the fact that contracts of black teachers at Washington School had already been signed. Shortly thereafter, the hotels and restaurants opened to Blacks in Jefferson City. So obvious were changes in Jefferson City that in 1958, *Ebony* magazine reported that Jefferson City and Lincoln University enjoyed a "new spirit of cooperation."

Increase

Inasmuch as the Brown decision also prohibited the exclusion of Whites from all black schools, white enrollment began almost immediately on the Lincoln University campus. On July 1, 1954, in conformity with Attorney General Blair's decision, the Board of Curators voted to allow Whites to attend Lincoln University, and during the fall semester, 1954, eighteen Whites – half of them women, inservice teachers – registered. From then on, the increase in white enrollment was phenomenal. By Spring Semester, 1956, 200 Whites, 22% of the student body, were registered at Lincoln University. In March, 1958, of 1,184 students registered, 385, or 32.5% were white. The reason for increased white enrollment was basically economic. The

cost of a year at Lincoln University, in 1957, was around \$600.00, at a time when University of Missouri students at Columbia paid \$1,300.00. Another reason for the increase was the accessibility of Lincoln University to students in Jefferson City and in surrounding communities.

The decision was clear

At the very time that the University was experiencing a growth in enrollment that resulted, in 1957, in the highest enrollment in its history, the Missouri General Assembly was launching an investigation to decide whether Lincoln University should continue to exist. In 1955, Representative Icie May Pope of Webster Groves sponsored a resolution to establish a committee of twelve to investigate whether or not to close Lincoln University. The concern was that with the coming of integration Lincoln University might be duplicating the services of the University of Missouri at Columbia. The closing of Lincoln University, then, would save the state money. The committee report, delivered two years later on January 4, 1957, to the Senate and house Committee on Higher Education, was overwhelming in its praise of Lincoln University and recommended that it not be closed. The report highlighted statistics that showed a nationwide increase in the number of students attending colleges, and argued that, in Missouri, the "number of college students at state-supported schools can be expected to double in twelve to fifteen years. It would be ridiculous to abandon one entire campus while the state will be building at others and possibly constructing new ones." The decision was clear—Lincoln University would be maintained.

New atmosphere

While the Legislature investigated Lincoln University's survival between 1955 and 1957, students adapted to the new integrated environment without fanfare. Ebony magazine, in its March, 1958, issue painted a glowing picture of the new atmosphere. According to Ebony the atmosphere at Lincoln University was perfect. The magazine praised the physical appearance of the campus, the superior yet inexpensive education available, and the successful integration of white students into the university environment. Through pictures of attractive black and white coeds on the cover, Ebony stressed this successful integration with page after page of photographs of integrated classrooms, the nursery school, cheerleading squads, choirs and athletic teams.⁵ The article declared that "Whites mix freely on campus, and participate in all student programs. For the Whites, Lincoln University is not a 'Negro' university—it is a good local school they proudly attend." The Ebony article was an optimistic one and forecaster of the success that Lincoln University would enjoy in many areas throughout the 1950's, and well into the 1960's.

With the need to accommodate Lincoln University's rapidly expanding student population, the later 1950's saw the beginning of a successful building campaign that would continue into the 1960's. President Earl E. Dawson used every opportunity to publicize the institution's need for funds—especially building funds. In the 1958 Ebony article he therefore outlined his "emergency needs" list for additional money for buildings. The total was \$3,194,000, and included a new gymnasium, an ROTC building, and a swimming pool. By 1958, the University had completed a 3,000 -- seat auditorium at a cost of \$1,400,000 and added it onto the Clement C. Richardson Fine Arts Center. By April, 1959, a new 1900 -- seat gymnasium was completed,

that included classrooms and offices for the Department of Health and Physical Education.

President Dawson would continue to press his campaign for additional building funds. He noted that in 1958 the University had to turn away between 150 and 200 students because of lack of dormitory space. At that time, the five existing dormitories were seventy-five students over capacity. President Dawson was not successful at acquiring funds for dormitories during the rest of the 1950's, although he would later be successful in building two additional dormitories—Martin and Perry Halls. In fact, throughout the later 1950's the General Assembly was not particularly generous to Lincoln University—a fact that the local newspaper, The Jefferson City Tribune, pointed out in several editorials. One such editorial reprimanded the Assembly for considering cuts in funds allocated to Lincoln University and stated that the University's professors were underpaid compared to the States' other institutions, with some Lincoln University teachers being paid less than unskilled laborers.



Dr. Earl Dawson, President of Lincoln University, 1956 to 1969. During Dr. Dawson's tenure, integration began and an expansion of enrollment. Picture with Dr. Dawson is his secretary, Miss Maxine Rankin.

(Lincoln Collection)

Existence was in jeopardy

Monetary problems, however, were not the only problems at the University. Chief among these were the Law and Journalism Schools, rendered anachronistic by Brown vs Board of Education and several other legal decisions. At the beginning of the decade, court rulings had called the existence of the two schools into question. With the Brown decision, however, everyone realized that their existence was in jeopardy. The number of students in both Schools had dwindled drastically. In 1954, the total number of law students was twelve—six less than the year before. The Journalism School had fourteen students in 1953, but only six in 1954. Besides declining enrollments, the expense of maintaining the two Schools was a major factor that administrators and legislators were considering in the mid-fifties. Given expenses and low enrollments, therefore, it was no surprise when the Board of Curators at its first meeting of the 1954-55 school year determined to abolish the Law School and to demote the Journalism School to a Department by June 1955. Since doing so required the consent of the Missouri government, Acting President Dawson appeared before various House committees to explain the Curator's intent. In February, 1955, he told the House Appropriations Committee that abolishing the Law School and demoting the Journalism School to a department would save \$254,094 in the appropriations for Lincoln University. With legislative approval, the Curators ordered the Law School closed in June and the few remaining students were sent to the University of Missouri in Columbia to finish their degrees. At the same time, the Journalism School became a department for the upcoming 1955-56 school year.

Academically, Lincoln University changed very little during the late 1950's. With the exception of white faces among the student

body, the University remained a small, mid-west, liberal arts college.

Professors still continued to make scholarly contributions to their respective fields. Oliver Cox, already noted in the field of sociology for his 1948 publication, Caste, Class and Culture: A Study in Social Dynamics, published Foundations of Capitalism in 1959. Two members of the Foreign Language Department, Milton G. Hardiman and Joseph Marek, published articles on French Literature. Armistead S. Pride, noted journalism scholar continued to publish works on the Black Press in the U.S., and won a Fulbright Scholarship to study abroad in Egypt. Dolly McPherson of the English Department, also won a Fulbright scholarship to study abroad in Holland. Other professors who had work accepted by scholarly presses in the late 1950's were W. Sherman Savage, James H. Seeney, Albert Marshall, Uccil Maxwell, and Thomas D. Pawley. In 1958, and again in 1959, French instructor Clarence G. Perry won two pres-



Dr. Oliver C. Cox, Professor of Sociology and nationally recognized authority on race relations.

(Lincoln Collection)

tigious U.S. State Department, Smith-Mundt Grants to teach English in Vientiane, Laos, and in Kompong Cham, Cambodia.

The Department of Journalism continued to hold the traditional **Headliner Banquet**. Winners of **Headliner Awards** in the late 1950's were Life, Reporter Magazine, Clinton Courier News (Tennessee), The Rome Daily American (Italy), Reader's Digest, Red Book, The St. Louis American, Cleveland Call and Post, and the Jefferson City Tribune. As always, these awards culminated the week-long journalism workshop that drew high school journalism students from around the nation and introduced them to some of the most impressive names in journalism.

Another thing that certainly did not change was the continuing love affair the Lincoln University student body had with its sports teams. The last five years of the 1950's were all winning seasons for football, basketball, and track.



Dr. Armistead S. Pride, former Head of Department of Journalism and advisor to the editorial staff of both Clarion and Archives.

(Lincoln Collection)

During the 1957, 1958, and 1959 seasons, however, the football team hit its stride with season standings of eight and one, and seven and one, respectively. A constant thorn in Lincoln University's side during this time was arch rival Tennessee State University. In 1958, the football team beat Tennessee State and went on with a truly impressive season that took it to the Mineral Water Bowl (a bowl game for the "top small colleges in the nation") where the team beat Emporia State twenty-one to zero. That victory ended a banner year for Lincoln University in which a team built around quarterback Ezell Brewer, Fullback John Bradley, and left end Lew Heffner, built up an impressive record. The team scored thirty-five touchdowns, averaged 250.3 yards in rushing, with an offensive total of 2,444 yards. Combined with the passing average (46.3 yards), the season average was 305.5 yards per game. That year, Lincoln University came close to winning the Mid-Atlantic Athletic Association Championship.

In basketball the University enjoyed a solid string of victorious seasons from 1955 through 1960. The basketball team entered the 1955-56 season with an unbroken string of twenty-seven straight victories at home. On the road, however, the team fared less well and ended the season with a seventeen and seven record. Also, 1956-57 was a winning season, but in 1957-58, Lincoln University had one of its best years ever with a seventeen and three won-lost record. The team attended the District Finals at the NAIA Tournament in Nashville where it lost to North Carolina College. The team had many outstanding players that season with guards such as Theodore "The Blade" Savage and Alphonso Freeman, and forwards George Pruitt and George Jackson. Pruitt would go on to Honorable Mention by the Associated Press for the 1959 All-American Team. He scored, during his college career, 1,568 points and twice made the all-Midwest Athletic Association First Team.

In 1958, the University was also a winner in track. Coach Dwight T. Reed's track team, which included outstanding athletes such as Robert Perkins and broad jumper Jim Shannon, won first in meets at Central Missouri State and Northeast Missouri State Universities. The team then placed second in the Triangular Missouri University and the Northeast State College Meets. At the Mid-West Athletic Association Meet, held in Nashville, the track team lost by one point to rival Tennessee State. To cap an outstanding season, the track team finished second at the NAIA National meet.

Fraternities and sororities, as they had done in the early 1950's, continued to dominate the social scene on campus. The Lincoln Clarion, however, noted some negative feelings toward Greeks. Hazel Teabeau, of the English and Speech Department, questioned in a Clarion article (March 14, 1958) whether Greek organizations served any useful academic function. Her point was that the groups took away study time, cost the students a lot of money, and encouraged cruel behavior during hazing and hell week. Disenchantment with the Greek system got support a month after Teabeau's article when a pledgee of a fraternity was crippled during initiation activities.

High point in the 1950's

Lincoln University had always been successful at attracting prestigious visitors to its campus. The high point in the 1950's was the 1953 visit of President Harry Truman. President Truman spoke on the steps of Page Library to faculty, staff, students, state officials and guests. Throughout the remainder of the 1950's Lincoln University attracted other celebrities. Ogden Nash spoke to the students in March, 1955, reading some of his verse and then commenting on what led him to write a particular piece. Thomas Hart Benton spoke

to the student body during his presentation of a mural to the University. The mural, or the Benton painting as it is called by the faculty and staff, now hangs in Page Library. Benton refused his \$15,000 commission for the work and gave it to the University. The painting is really a collage of individual paintings within a painting that emphasizes events leading to the founding of Lincoln University. The artist, requested by President Scruggs to paint a picture of Abraham Lincoln, had, instead, decided to do something different, because in his words, "my idea of Lincoln could not be tied to momentary aspects."⁶



United States President Harry S. Truman at Lincoln University in 1954.

(Ouida S. Tolbert)



Artist Thomas Hart Benton, working with James D. Parks, Head of Art at Lincoln University.

(Lincoln Collection)

As the decade began to draw to a close, there were hopeful signs of the future progress of Lincoln University. There were signs of improved race relations in Jefferson City. In 1955, the Lincoln University Student Government Association worked with the NAACP to integrate the city's hotels and restaurants. Under the leadership of Ralph George, Lincoln University student representatives met with hotel and restaurant owners and quickly established an agreement to end segregation. Another positive sign of better relations between the races was the decision of the Jefferson City Public School System to close its junior college and to encourage its students to enroll at Lincoln University. That decision swelled the enrollment by nearly 300 in a single year. Implicit in this move was the realization by many citizens of Jefferson City that Lincoln University offered a quality education. Still another sign of thawing relations took place in April, 1958, when the Department of Journalism gave the Jefferson

City Tribune an award at the annual **Headliner Banquet** for "their role in bridging human barriers." A large number of local Chamber of Commerce members attended the banquet and awards ceremony. Indeed, relations between Jefferson City and Lincoln University had come a long way from the days when the University's Public Relations Director had to count "inch space" in the Tribune to assess how things stood between the University and the city.

In addition, in January, 1959, the Jefferson City Chamber of Commerce featured Lincoln University in its monthly publication "Chamber of Commerce Business." Pictures of University buildings on the cover introduced an article on the excellent education available at Lincoln University and emphasized how expansion of evening courses served the needs of central Missourians. The article stressed the need for new buildings—dormitories, a stadium, and a student union—to help Lincoln University continue to grow. The predominately white business community of Jefferson City saw the University as an economic asset and this article was a clear indication that they wanted it to continue to prosper.

The late 1950's had been good to Lincoln University. Not only had the University continued its task of educating Blacks in a fine academic atmosphere, but it had slipped easily into the new era of integration, profiting from the increased enrollment of Whites that integration had brought to its classrooms. The Ebony magazine article of March, 1958, had stated that integration offered Lincoln University a challenge in the 1950's. "Once integration comes," the magazine asked, "will Negro schools be able to survive?" The article concluded that Lincoln University would not only survive, but would thrive.



Chapter II Notes:

THE 1950'S: A SMOOTH TRANSITION

1. To cite a few who published in the early 1950's: A.P. Marshall, Librarian, published numerous articles not only on library science, but on black history; Lorenzo J. Greene, renowned author of the Negro in Colonial New England, published six articles on black history between 1950 and 1952. Joseph T. Johnson of the Economics Department completed work on The Potential Negro Market and published it in 1952; Walter Talbot, Department of Mathematics, published nine articles on mathematics between 1950 and 1954; Armistead S. Pride wrote extensively on black newspapers in the United States. Willis Edward Byrd, Department of Chemistry, published "The Roman Spectrum of Vinylidene Fluoride," in The Journal of Chemical Physics, 1950. Other professors were active in their professional fields and organizations. William Wallace Dowdy, head of Biology and the author of six scholarly articles during the 1950's was invited to address the Zoology Department at Missouri University on his ecology studies; Ms. Queen Shootes, Head of Home Economics, accepted a Fulbright to teach in Trinidad in 1953; Assistant Professor of English, Hazel M. Teabeau won the University of Missouri's McAbally Medal for literary excellence and went on to be the first Black to receive a Ph.D. from the University of Missouri-Columbia.
2. There were ways to beat even these low costs. The St. Louis Post Dispatch in May, 1954, reported the story an enterprising student named Ray Dillard who ate on \$5.00 a week and paid rent of \$20.00 a month.
3. As early as 1944, Beta Kappa Chi Honorary Scientific Society, Epsilon Chapter, was established, to encourage excellence in the study of science.
4. Even summer school enrollments suffered. In the summer of 1951, enrollments were so low that some campus activities had to be curtailed. Professor Thomas D. Pawley, in the Speech and Theatre Department, found only seven people enrolled for drama class that summer. Unable to cast the plays he had planned, he had to shift to something that demanded fewer people. His choice was brilliant, Jean Paul Sartre's No Exit—four actors, a director, and two stage hands.
5. In the mid 1950's several Whites played football, basketball, and ran track for Lincoln University. There was apparently no problem in basketball and track, but in football Grambling College in Louisiana plus Jackson and Alcorn Colleges in Mississippi had rules prohibiting contests against mixed teams and these three teams dropped out of the Mid-West Athletic Association. In track, on the other hand, the consequences of integration were completely different; it forced the disbanding of the Central Missouri Negro Conference.
6. Benton's painting shows President Abraham Lincoln raising a black man up from the ground, symbolic of the rise from slavery. Behind the figure and in the upper right is a scene of black soldiers in combat. In the upper left is a scene of black soldiers seated around a campfire, deep in discussion. Soldiers of the 62nd U.S. Colored Infantry Regiment conceived the idea of founding Lincoln while seated around a camp fire during their service in Texas during the Civil War. In the foreground is a black female teacher, instructing two children.

Other notable people came to Lincoln University in the 1950's. In fact the University was noted for getting "big name" talent to come to campus. At one time George Shearing, Duke Ellington, and Dave Brubeck brought their bands to the University.

CHAPTER III:

THE 1960's: THE CENTER CANNOT HOLD

In the 1960's, Lincoln University faced two contradictory tendencies. On one hand, the old atmosphere of the small liberal arts college with an intense dedication to learning and propriety continued. On the other hand, growth, development, the break up of the old value system, and student activism began. Students at Lincoln University, like their counterparts nationwide, demanded freedom from the constraints traditionally placed on them. This activism generated from a growing concern over civil rights and racial equality, as the University dealt with segregation in Jefferson City, and from the anxiety of black students who feared that the influx of white students would soon destroy the University's heritage. In short, the sixties were a confusing time for Lincoln University.

As the decade began, Lincoln University appeared to be what it had been in the 1950's: a picturesque, successful University perched on top of a hill overlooking a sleepy Missouri River town, that was also the state capitol. The faculty and student body were still dedicated to teaching and learning in the best traditions of American academia. Seventy percent of the professors held the Ph.D. degree, and many of them, widely published in their fields, were awarded grants for study and research, and chaired professional organizations. In 1960, as the nation approached the centennial of the Civil War, Professor Lorenzo J. Greene, by invitation of the publishers, wrote an account of the Battle of Fort Pillow that was part of the prestigious Battles of the Civil War, published

in 1962. In the field of political science, Dr. J. Errol Miller wrote an article for the Negro Educational Review titled "Political Implications of Recent Sit-in-Activities," (April, 1961); Dr. Gordon D. Morgan published "Neo-Traditional Africans and Racial Ethnocentrism," in The Indian Journal of Social Research (August, 1964). In the Department of Journalism, the Head of the Department, Dr. Armistead S. Pride, contributed articles to both the American Review and to the Grass Roots Editor and Mrs. Phyllis Wills wrote on a variety



Dr. Willis Byrd, Professor of Chemistry in his laboratory.

(Lincoln Collection)

of subjects ranging from Dwarf Trees in the Japanese Mode to The Truth About Jesse James. In science, Dr. Edward Ferguson, Head of Biology, contributed a total of eight scientific articles to various journals between 1961 and 1965. In addition, he published a 2,000 - word article in the McGraw Hill Encyclopedia of Science and Technology. Professor Willis E. Byrd, of the Chemistry Department, published three articles on amine-sulfur dioxide complexes under a grant from the National Science Foundation and Dr. Louis M. Sirois, Speech Department, published two new books during the 1960's, The Art of Reading Aloud to Others and Fundamentals of Speech. Also, his Elements of Good American Diction went into a fourth edition.

Publication credits do not tell the whole story of the quality of the Lincoln University faculty during the 60's. Several faculty members received significant financial support to continue their research. Evelyn Tutt, Assistant Professor of Biology, won a fellowship to pursue her studies at Stanford University for the 1963 academic year. Doctors Spurgeon M. Talley, James Freeman, and Herman Miller received Department of Agriculture grants to pursue research. Doctor Kenneth Hempel, Department of History, also received a fellowship in political science from the University of California, Berkley.

Several professors achieved significant professional honors during the 1960's. Cecil Blue, Head of the English and Speech Department, was elected President of the Missouri Chapter of the American Association of University Professors in 1965. This was a singular honor for a Lincoln University professor since, at the time, most of the AAUP membership was at the University of Missouri in Columbia. In the area of mathematics, Professor Walter R. Talbot was elected Executive Secretary of the National Institute of Science. In 1965, Dr. Lorenzo J. Greene was elected President of the Association for the Study of Negro Life and History, the organization



Dr. Thomas D. Pawley III, Head of the Department of English and Dean of the College of Arts and Sciences for many years.

(Lincoln Collection)

founded in 1915 by Carter G. Woodson to promote scholarship on the history of Blacks.

A number of Lincoln University professors were well enough known in their fields to be invited to lecture as guest professors at other institutions. James D. Parks, Head of the Art Department, lectured at Tuskegee Institute. Dr. Herman Miller, Chemistry, was a guest lecturer at the University of Missouri medical school. Dr. Thomas D. Pawley, of the Department of English and Speech, was a guest lecturer at South Carolina State College.

Freshmen ranked first

If the Lincoln University faculty excelled, so did the student body. In 1963, sixty-eight of the 329 first-time incoming freshmen ranked first, second, or third in their high school graduating classes. Another thirty-nine freshman ranked in the upper third of their high school class. In 1964, 112 members of the new freshman class of 499 ranked first, second, or

third in their high school classes with an additional sixty-one ranking in the upper third of their high school classes.

These superior freshman classes, or "raw material" that enrolled in Lincoln University was a highly recruited graduate. During this decade, over 125 major companies and organizations came to recruit from among the senior class. Teachers for elementary and secondary schools were the most heavily recruited, but the number of big name companies that came to the campus was also impressive. According to periodic announcements of interviews, appearing in the Lincoln Clarion, such companies as Beech Aircraft, Pet Milk, Equitable Life Insurance, McDonnell Aircraft, TWA, Lindsay-Schaub, Humble Oil, General Foods, Continental Insurance, Bendix, Kodak, Western Union, Ford Motors, and IBM were anxious to harvest potential executive timber from among Lincoln University graduates.

One of the largest

Nevertheless, Lincoln University was changing. In addition to a sound academic education, guaranteed by an outstanding professorate, Lincoln University offered two additional advantages that caused the student population to increase dramatically, from 1,427 students in 1960 to 2,143 students in 1969. First, tuition and fees were economical and financial assistance was available.¹ Second, the University was located in central Missouri where inexpensive, educational opportunities for baccalaureate degrees were lacking. When integration began, students in Cole and contiguous counties realized that the cost of a relatively inexpensive education would be further reduced by commuting. Thus, by the 1965-66 school year, one-half of the student body came from eight counties

contiguous to Cole County, wherein Lincoln University is located. Cole County supplied nearly thirty-five percent of the total student population in 1967, and by 1969 that percentage had risen to forty-nine percent. These advantages of cost and access combined to make Lincoln University one of the largest institutions of higher learning in the State. By the end of the decade, Lincoln University was tenth in size among the sixty-two, four-year colleges in Missouri.



Agricultural Club in 1961 at the Greenhouse. Standing in front, member of Agriculture Department faculty. At right, Dr. James N. Freeman, Head. Also pictured is Dr. S.M. Talley, Mr. Alan T. Busby, and Dr. Charles Dickinson.

(Lincoln Collection)

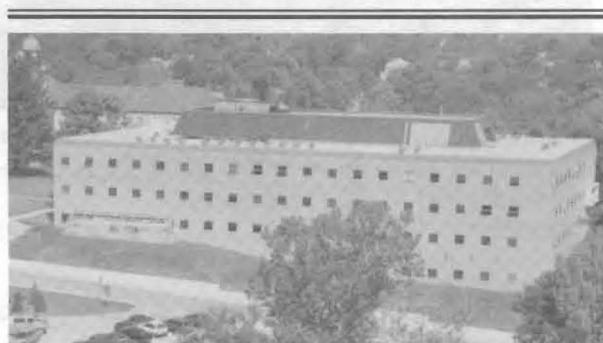
Lincoln University's faculty and administration responded to this phenomenal growth by expanding the curriculum and facilities. As early as 1960, the University had added a new major to the curriculum - Music Therapy. The following year the University established a degree in Accounting, and by 1967, the Department of English and Speech had added majors in Speech Pathology and Audiology. The most exciting new development at Lincoln University in the sixties, however, was the creation of a Department of Nursing. In 1966, facing a continued shortage of nurses, all three hospitals in Jefferson City requested that Lincoln University offer a nursing degree. The Board of Curators, after investigating the mat-

ter, determined that the Science Department, which already had a pre-medical major in place, offered all the science courses necessary to certify a nurse in Missouri. All that was needed to organize these courses into a nursing curriculum was the establishment of the sequence. Thus, by 1968, the new Nursing Department was operational with an initial enrollment of twenty students. Throughout the 1960's, however, despite new degree programs, the lion's share of Lincoln University students were concentrated in two majors: Elementary Education and Business Administration. Enrollment in these courses became so large that the university often had to rely on adjunct faculty to cover the classes.

As the student body increased, it became clear that the physical plant of the Lincoln University needed to expand also and, during the sixties, the University improved existing structures and added new classroom buildings, dormitories, and a student center. Both the local Jefferson City Tribune and the "Annual Report of President Dawson to the Board of Curators" made it clear that overcrowding of dormitories and classrooms was a problem.² President Dawson in his annual report to the Board of Curators (December, 1960) stated that students were being turned away from classes because there was not enough classroom space. In February, 1961, Dean of Students, Dr. Charles M. Hoard, pointed out to the Tribune that three and four students were being housed in rooms designed to hold two. Even off-campus housing was in short supply, according to the Dean, because of widespread urban renewal projects that were eliminating low cost housing near the campus. In the fall of 1960, the overcrowding was such that the University contracted for the use of the spare rooms of Mr. and Mrs. Houston Ellis at 802 East Miller Street, to house students temporarily until rooms became available in dormitories through normal, mid-year student attrition.

Later, in 1961, the University started to address the problem of physical facilities. Special state appropriations that year allowed Lincoln University to buy three new lots for expansion, to convert the old gymnasium in Young Hall to classrooms, and to renovate Memorial Hall to more fully utilize space. By 1964, both state appropriations and an expanded appeal to alumni groups resulted in the construction of two new dormitories, Martin Hall and Perry Hall. Together, the two buildings could house 728 students. In 1964, the University also witnessed the completion of Jason Gymnasium, and a new Student Center.

By 1965, the house purchased for the President was renovated and ready for occupancy,³ and by that same year Elliff Hall had undergone extensive renovation and restoration to become a new laboratory school that housed both an elementary and secondary teacher-training complex. Near the end of the decade, two new classroom buildings were added: Founders Hall in 1968 and Martin Luther King Hall in 1969. To top off these improvements and additions to the physical plant, in 1967 Lincoln University purchased ten acres of land next to the athletic field. The President and the Board of Curators hoped, some day, to build a sports complex there, worth about \$6,000,000.



Founders Hall, built in 1968, houses Natural Sciences and Mathematics, Social & Behavioral Sciences, Counseling Services and Agricultural programs today.
(Sam Schnieders)

During the 1960's, the University also made other improvements. In the Spring, 1961, the University purchased an IBM 1620 Computer. The administration and business office utilized the machine for record keeping. Probably, the most popular improvement to the campus, from the standpoint of the students, was the air conditioning of Page Library in April, 1967. Air conditioned buildings were a rarity on campus in the mid-sixties, and the excitement was obvious from the "fuss" the Clarion made over the event. The campus newspaper speculated, tongue in cheek, that the Library would soon become so crowded that students would have to make reservations to use it.



Martin L. King Building, built in 1969, houses Humanities, Social Sciences, Education, Developmental Studies and Media Center today.

(Sam Schnieders)

As Lincoln University grew, so did opportunities for students to participate in a number of exciting extracurricular activities. The English and Speech Department continued its tradition of presenting plays, through the campus drama association known as the

Stagecrafters. Under the direction of Dr. Thomas D. Pawley, the group produced plays ranging from the works of the Greek playwrights to Shakespeare to Henrik Ibsen to Eugene O'Neill and Tennessee Williams. The University continued to sponsor the lecture-recital series that brought such performers as the Don Cossock choir, concert pianists, The Myra Kinch's Dance Troupe, The U.S. Marine Band, The American Jazz Ensemble and The National Ballet to Richardson Auditorium. The Auditorium was also the site of formal debates by the Lincoln University Debating Team as well as a never-ending series of travelogues. The University occasionally presented other internationally famous entertainers such as Aretha Franklin and the Tommy Dorsey Band. Also, throughout the sixties, the Journalism Department continued its tradition of the Headliner Week and brought to the University influential journalists from highly respected media such as The Washington Post, NBC News, the Los Angeles Times, and the Cleveland Plain Dealer.

ROTC

The Lincoln University ROTC detachment apparently grew to be one of the prominent campus organizations during the 1960's. Fulfilling certain functions of a fraternity for some students, the activities of the ROTC highlight numerous editions of the Clarion during this decade. In 1968, for instance, Representative Stuart Symington, Jr. visited the Lincoln University ROTC detachment and reviewed the troops. Congressmen, also, attended the annual Military Ball, as guests.

Various denominations maintained and expanded their ministries on campus. The Wesley Foundation, active since 1953, built a permanent home in 1961. The ministry sponsored a weekly forum on marriage, that usually attracted about fifty students. The very active Baptist Student Union expanded into new and larger quarters at Chestnut and Fairmount Streets in 1968. The Newman Center, active since 1960, expanded in 1968 into the old Baptist Student Union on Dunklin Street, where students held regular meetings on the 1st and 3rd Monday of each month and sponsored activities such as basket suppers and hootenanny masses.



New Memorial Hall, serves as the home of Lincoln University R.O.T.C. program and International programs.

(Lincoln Collection)

Sports at Lincoln University during the 1960's were typified by some great highs and some incredible lows. In football, the decade began with two losing seasons in 1960 and 1961 and Coach Dwight T. Reed admitted that the 1960 season was "the poorest season we have had in the ten years I have been here." Yet the impressive thing about Reed was his attempt to find some element of success in the way his players had played. Faced with a twen-

ty to six loss to Augustana College, Reed chose to find positive things to say about the game. In this case it was that the Tigers had scored first in the game. His positive attitude paid off and the football team went on to have five winning seasons in the remaining seven years of the sixties.

"best since 1958"

In 1962, Lincoln University reasserted itself with a winning record, and went on to win the Mid-West Athletic Association Championship. This was the University's first MWAA Championship since 1958. A large part of the team's success was due to the defensive playing skill of Laron Dozier, John Curtis, and Howard Christian. Curtis and Christian were part of the freshman "crop" that Coach Reed described as the "best since 1958." Together with Willie Dent and James Tolbert these freshmen had the unique experience of starting in varsity games. The team captain, Robert Walker, was one of those all around athlete/students who was not only a good player, but was also the Student Government Association President.

In 1964, one great team exploded into success with an eight to two record. Its only defeat was at the hands of Florida A&M University and Lincoln University's eternal enemy, Tennessee State University. In other games, under co-captain Gerald Walker and George Buckner, the team performed magnificently by defeating the likes of University of Missouri-Rolla, 73-0. The season also saw Coach Reed exceed the mark of 100 wins, ending his sixteenth year of coaching with a 103-57-6 record. Again, in 1968, Lincoln University repeated its 1964 record of eight wins, two losses. This was Coach Reed's twen-

tieth year of coaching and he now had a personal record of 124-72-6. Two seniors from the 1968 squad signed professional contracts—Homer Cavitte with the Philadelphia Eagles, and Henry Burnett with the Atlanta Falcons.

Honorable mention

In basketball, the 1960's were the years of the "big wins" for Lincoln University. Perhaps the University's fine record was helped by the construction and utilization of the new sports auditorium with a seating capacity of 2,300. The very first season that the team played in the new gymnasium it produced a ten and seven record, hosted the Mid-Western Athletic Association, and, best of all, beat its old enemy, Tennessee State University seventy-six to sixty-five. The team also went to the NAIA contest in Kansas City where it won second place. The 1960-61 season was a runaway success. The Blue Tigers won twenty and lost eight, a considerable improvement over their previous year's record. Unfortunately, three of the losses were in tournament play. Still, Lincoln University won a second place in the NCAA tournament. Chester Moran, a junior forward, racked up 395 points and won an honorable mention in the Associated Press Little All-American poll.

The team's average dropped a little in 1961-62 to a fourteen and ten record. Yet, this season saw one of the all-time great basketball cliff-hangers as the game with Tennessee State ended in a tie at the bell and then went into three overtimes before Lincoln University won it 109-105. Norman Stikes and Chester Moran led the team not only as co-captains, but in point scoring too. Between 1964 and the end of 1966, Lincoln University's basketball team enjoyed great success due, largely, to the talents of Jonathan Staggers, who began

coaching in 1963. One of the truly outstanding players of the 1964-65 season was six-foot-two guard Arvesta Kelly who totalled 538 points in the season, well ahead of the team's next highest scorer Milton Williams with 396 points. In 1966-67 the University enjoyed what was probably its best basketball season ever with a season record of twenty and three. The team was ranked third in the Associated Press national college polls, and at the regional playoffs came close to winning the right to compete for a national championship. Arvesta Kelly was given honorable mention in the Associated Press All-American pick. In his last game of the season, Kelly scored fifty-three points against Mid-Western College.

The 1967-68 and 1968-69 seasons were almost as fantastic, with season records of twenty and three and twenty and six respectively. In both years, Lincoln University won third place in the NCAA Regional Tournament. Yet, during the 1969-70 basketball season, the University felt the humiliation of a four wins and twenty losses season. It was the worst record in twenty years of play.

Outstanding athletes

Except for the disaster of 1969-70 in basketball, the 1960's had been a banner decade for Lincoln University in basketball and football. The record shows that it was also an impressive period for track. During the 1960's the University track team was led by such outstanding athletes as Albert Wheatfall (100 and 200 yard dash), Willie Dent (broad jump), John McGowan (440 yard dash), Robert Hayes (70 yard dash), Stanley McDonald (discus), and Emanuel Belland (high jump). These men led Lincoln University to four NCAA Mid-West titles in 1961, 1965, 1966, and 1967. In 1963, *Track and Field* magazine and the *NCAA Bulletin* cited Lincoln University's

track and field team as exceptional. In 1964, at the Chicago Invitational Indoor meet, the team won eight of fourteen events, in one of which, the 70 yard dash, Robert Hayes equaled the world record. Also, in 1964, the Lincoln University team won all of its dual meets.

Golf a minor sport at L.U.

The 1960's were also the years for minor sports at Lincoln University. Although not as well documented as the three major sports, records show that the University fielded golf teams, tennis teams, a gymnastic team, and a soccer team. In 1968, the soccer team was established. The team, composed almost entirely of African students with I.B. Atukum as captain, scheduled games against the University of Oklahoma and Michigan State University. Although the Lincoln University players did not beat these well-established college teams, they did manage at least to tie the University of Missouri team two to two. Tennis was dominated by Phillip Jones, a physical education major, who was the number one player for Lincoln University all four years of his college career. In his senior year, 1964, he was undefeated in both singles and doubles. In golf, Coach Danny Williams led the team to a NAIA District Championship and second place in the NCAA District Tournament. The team practiced at the Jefferson City Municipal Golf Course and as the Lincoln Archives notes, "one of the things that keeps golf a minor sport at L.U. is the sand greens and burned out fairways at the Jefferson City Municipal Golf Course."

High standards, good students, quality faculty, drama, excellent teams, building projects, form only part of the picture of Lincoln University in the 1960's. Serious undercurrents existed and these undercurrents were all related to race.

By the mid-sixties the racial questions associated with integrated were beginning to dominate Lincoln University. In March, 1966, Ebony magazine published an article on the progress of integration at the University, a follow-up to an earlier optimistic article, published in 1958, in which Ebony reporters had seen hopeful signs of the integration of Blacks and Whites at Lincoln University. By 1966, however, many of those hopeful signs were either completely gone or were fading. For instance, whereas in 1958, there had been a hopeful report that Blacks and Whites were both participating in racially integrated sports teams, by the mid-sixties there were no Whites on the football team, and only a few on the basketball team. In addition, the golf team was one-hundred percent White. In a March 29, 1962 editorial The St. Louis American, a black newspaper, went so far as to accuse the black administration of the University of purposely trying to exclude Whites from campus activities, stating that administrators at Lincoln University were trying to keep the University's heritage Black just as intensely as the University of Mississippi was struggling to keep its heritage White.

Drive toward integration

Racial problems, however, were certainly not unique to Lincoln University during the sixties. Throughout that whole decade, American society moved toward actively realizing a goal of racial integration and an end to segregation. Throughout the nation, at bus stations, restaurants, as well as on campuses, the drive toward integration was played out—often violently. Campus activism began in 1962, and continued throughout the decade in a gradual crescendo of anger, frustration, and violence. Lincoln University was no exception.

The first sign of student activism at Lincoln University came in 1960, over the segregation practiced in two Jefferson City bowling alleys. By and large, Jefferson City businesses had complied, at least outwardly, with integration laws during the 1950's so that by 1960 these two bowling establishments were symbolic to Blacks of an antiquated practice. In fact, neither place was really segregated in the old sense. Both permitted Blacks to bowl, but apparently were very restrictive in the time of day when black bowling teams from Lincoln University could use the facilities.

Telegram galvanized the students' efforts

As early as September, 1960, the Lincoln University Chapter of the NAACP had initiated meetings with the bowling alley owners to end restrictive practices. By November 3, 1961, however, those meetings had made little progress according to the program director of the Lincoln University Chapter of the NAACP, Visanio Johnson. As a result, on Friday, March 2, 1962, approximately 300 students held a rally on the quadrangle of the campus where a telegram was read from Roy Wilkins, the Executive Director of the NAACP, that gave the students encouragement to continue to insist upon a change at the bowling alleys. The telegram galvanized the students' efforts, and on March 13, Johnson made a breakthrough with the owners. Both owners agreed to let Blacks bowl on weekday mornings and afternoons. If after five weeks there were no problems, then "the bowling alleys agreed to drop all barriers and permit open bowling." The proposal fur-

ther stipulated that Johnson, as head of the Lincoln University negotiating team, was to present the proposal to the NAACP Chapter for approval. If the Chapter did not approve, the alley owners agreed to meet again and discuss the matter further. Apparently, the students refused the proposal, and in violation of the negotiation procedure, decided to march to the businesses and picket them. The picketing lasted thirty minutes at both places and then ended, but the owners felt betrayed by the picketing since they had agreed to negotiate further in the event their plan was rejected.

Suspending nine students

On March 17, there was another quadrangle meeting at which a number of NAACP members spoke, as well as students who were not members. When some students saw President Dawson standing in the crowd they invited him to speak. He agreed and told the students that he was against the segregation of the alleys, but could not condone "the unprofessional actions of the...group trying to open them up." Later that same day President Dawson issued an order suspending nine students who had spoken at the meeting, including Visanio Johnson. His justification was that the organizers of the meeting had not sought permission to hold a meeting, and had therefore violated University policy. The order created strong student reaction. The next day President Dawson was hanged in effigy with a sign which read, "I am your president and your dictator." Students also boycotted the cafeteria and at least 350 of them gathered in the quadrangle, some of them wearing gags. The *Clarion* quickly lent its support and in its March 23 and 30 issues ridiculed the President's reasons for the suspensions. The

student newspaper claimed that the rule requiring prior administrative permission to hold meetings applied only to campus rooms and buildings, not to the out-of-doors. The article cited examples of other meetings previously held on the quadrangle with no resulting penalty. The paper further noted that only students who had spoken in favor of picketing were suspended, although other students who had spoken out against picketing were not. By now, the state and national NAACP organizations were becoming involved. Mrs. Kelsy B. Besheares, President of the state organization, called a meeting of all NAACP members in the state in support of the suspended students.

Meanwhile, President Dawson took steps to explain his actions. On the 23rd and 25th of March, he issued statements claiming that his action was taken to help lower racial barriers in Jefferson City. He claimed that the demonstrations gave the impression that the University was sponsoring the protest against the bowling alleys, an impression he wished to remove. He further announced that on the 22nd he had reached an agreement with both businesses involved, to end all discrimination against Blacks, and that he had reinstated one of the suspended students.

Met privately until midnight

If the problem of the segregated bowling alleys was over, the problem of the suspended students remained to plague University administrators and students. The Lincoln University Board of Curators voted to support President Dawson's action on the same day that the University Alumni Association sent a letter protesting the President's action. The case of the suspended students remained unresolved, until Monday, April 2nd, when Roy Wilkins, NAACP Executive Director, arrived

from Washington, D.C. to seek "reinstatement of eight students suspended from Lincoln University." Wilkins saw that President Dawson's actions potentially had all the makings of a publicity disaster for the NAACP. A black president of a black university had suspended eight black student NAACP members, because they had participated in a civil rights demonstration to end discrimination in a bowling alley. Even though President Dawson's actions had been taken to forestall a White backlash in Jefferson City against the University, the facts of the case could cause Lincoln University and the civil rights movement considerable embarrassment. Roy Wilkins and President Dawson met privately until midnight on April 2nd, and reached a solution: all suspended students would be reinstated if they wrote letters asking to be reinstated. Most of the students in question wrote the letters and Lincoln University's first campus demonstration ended quietly.

Students presented a long list of grievances

After this episode, Lincoln University, unlike some campus communities, remained quiet throughout the mid-sixties, but there remained an undercurrent of student unrest. Trouble surfaced again in April, 1967, when students presented a long list of grievances covering concerns which they had harbored for several years. In the midst of the crisis, the President of the St. Louis Alumni Chapter, Charles Young, in an address to the Board of Curators, pointed out that the alumni had warned the Board two years earlier of the growing unrest on the campus. It seemed clear that the student problems of 1967 were a culmination of problems that had not been dealt with earlier by the administration.

Seventy-five highway patrolmen

Triggering this unrest, apparently, was the poor quality of the food in the cafeteria. Whether by design or accident, student demonstrators began their protest at a most embarrassing time for the University—the annual **Headliners Banquet** on Wednesday April 5, 1967. Fifteen hundred students, according to one report, blocked the entrance to that banquet, which was being held in the Student Center. The students directed the guests' attention to the cafeteria in that same building, pointing out that while the guests would be eating prime rib, asparagus a la mornay, and au gratin potatoes, the students would be subjected to a Spartan fare of a single spare rib and a slice of bread. The guests, including a journalism professor from Princeton University, Irving Dillard, retreated into a reception area and contented themselves with hors d'oeuvres until the crowd dispersed and they could escape. Later that night, someone threw a rock at a police car and the police requested the help of seventy-five highway patrolmen, who remained on campus through the night.

The next morning, the students, thoroughly excited by the presence of the highway patrolmen, started a boycott of classes. Rather than exacerbate the situation, some professors dismissed classes, although others continued to teach to greatly reduced numbers. Reporters filtered through the campus and gradually began to piece together the complaints of the student body. The Kansas City Call (April 21st issue) was probably correct when it stated that so large a disturbance could not possibly be the result of a few poor meals in the cafeteria. Students, the paper reported, were mad over a wide range of things. Besides "chicken fried in fish grease" and a "steady diet of pork, cold cuts, and outright shortages of food, students were angry over conditions in the dormitories

such as dirt, poor ventilation, and general lack of maintenance." Other complaints included a dress code that forbade students to wear shorts to class, lack of keys to the dormitories for girls, and high prices at the book store. A reporter from The Kansas City Star also heard students complain about the censorship of the Lincoln University Clarion by the administration, and was told that the students had an active underground newspaper called The Student Liberator.

Losing their identity

The same Kansas City Star reporter had found complaints earlier (April 11, 1967) about the Black-White relations on campus. Some black students felt that the "administration 'kowtows' to the white community and actively tries to force students into the pattern of the white man...[so that] students are afraid of losing their identity and of the school losing its identity." The Kansas City Call (April 21, 1967) also noted this racial tension, as well as complaints among black students that Whites took little part in student activities.

Apparently, the administration was anxious to avoid a serious confrontation. Within two days the students received assurances from the Board of Curators that if there were no more incidents there would be no reprisals or retaliations for previous actions. The Curators then met with a student group headed by Robert Newton, the President of the Student Government Association, and gave assurances that there would be improvements in food and food service as well as a reconsideration of restrictions regarding clothing. Newton, feeling that students should adopt a wait and see attitude, recommended an end to the demonstrations to the student body, and class disruptions stopped soon afterwards. Almost as quickly as it had

started, this crisis was over. The campus returned to normal; it was almost as if the students were surprised and a little embarrassed by their own outburst. References to the event vanished quickly from the Clarion and the Jefferson City papers as if the trouble had never happened.

Rumor that Memorial Hall would be burnt

Then suddenly the trouble reemerged. On October 14, a riot erupted in the cafeteria that resulted in \$1,500.00 worth of damage. Again, students cited the problem of unpalatable food and poor conditions in the cafeteria. Almost immediately after the incident in the cafeteria, the administration claimed to have heard a rumor that Memorial Hall would be burnt down, and the President, in reaction, asked for police to patrol the campus.

The cafeteria riot took the campus community by surprise because there had been, even in the opinion of student leaders, real progress made by the administration in correcting the abuses that had sparked the trouble in April. During an interview with the Jefferson City Post Tribune, Student Body President, Turhan Brown, stated that he felt the University had, since April, improved the quality of meals, the amount of food served, and the general conditions in the cafeteria. Furthermore, Brown pointed out that the University was making headway in repairing dormitories and in allowing students more freedom in dress. He seemed surprised by the outbreak of violence. Other students did not. A flyer, distributed on campus, claimed that the protest in the cafeteria had to do with the poor quality of food and with the living conditions on the campus for black students.

Whatever the cause, the administration moved quickly to stop the demonstration from growing. The day after it began, Dean of Students Ben J. Pugh identified a "ringleader," Joseph E. Scoggin (the Jefferson City paper at first identified him as James Scroggins) as the student largely responsible for the demonstration in the cafeteria. Pugh admitted that nobody had actually seen Scoggin do anything in the cafeteria, but stated that Scoggin had encouraged others to do his work: "He didn't lay a hand on a dish, we can't lay a thing on him. He didn't make any inflammatory speeches..his work was done." Pugh later issued a memorandum to the students in which he laid the blame for the rioting on "a small, highly vocal group...within our university." It exists, Pugh continued, "for the purpose of creating unrest...". The Jefferson City Tribune put the cause of the disturbance down to a group of outside agitators. Pugh's statements coupled with the accusations of the local paper convinced some students, causing the SGA and the university athletes to go on record as being "against any support of outside troublemakers." Following Pugh's remarks, the administration identified five student leaders of the disturbance and dismissed them. Later, two of the accused leaders, Scoggin and Edward Jefferson, were quietly readmitted for the 1968 term.

Actions against the leaders

In retrospect the October, 1967, disturbance seems to have had little real support from any appreciable number of students. It may have been sparked by some residual anger from the April disturbance or it may have come from students letting off steam. Whatever the cause, the administration, no doubt, felt encouraged by the fact that the disquiet dissipated so quickly. They attributed this outcome to their quick, decisive actions against the leaders.

A scroll bearing the names of Lincoln University students

Lincoln University came close to student violence once again in April, 1968, after the murder of Dr. Martin Luther King. Yet, compared to other campuses, the level of violence at Lincoln University was comparatively low. The day after Dr. King's murder, Lincoln University held a memorial service in Richardson Auditorium with approximately 1,500 students in attendance. Student Government President Turhan Brown announced that a scroll bearing the names of Lincoln University students would be sent to Dr. King's family. Speaking at the ceremony, the Mayor of Jefferson City, John Christy, cited "Dr. King" as a man who would take his place as one of the great martyrs of the U.S." The service ended peacefully.

But later that day, some of the Campus Black Power advocates began to arouse the students. Their most powerful incentive to action were two editorials in the conservative Jefferson City Tribune that had been published shortly before Dr. King's murder. One article, published on April 3, called Dr. King "one of the most menacing men in America today," a "dangerous man, who...does not serve the responsible elements of Negro Society." The other editorial appeared in the paper the next day. It labeled Martin Luther King "an apostle of Marx, and [said] Marx was an apostle of violence." The two articles were published at the worst conceivable time—the day before and the day of Dr. King's death. Campus radicals wanted an explanation and offered to lead a group of students to the offices of the Jefferson City Tribune to get one. A large group was formed and proceeded down High Street towards the newspaper office. The march was peaceful, and at some point along the way the students were joined by a group of catholic nuns.

The students gathered outside of the front entrance to the paper. Publisher William Blosser and the Editor, Joseph G. Majersky, came out to talk to the crowd, with Majersky assuring the students that the paper planned to run articles "reflecting credit on Dr. King for his accomplishments." At this point in the confrontation, some students began to demand a complete retraction of the two editorials. Pushing started in the back of the crowd and some students in the front were propelled through the plate glass door of the newspaper. Twelve students entered through the broken door and began to tear up the entry way. At some point a student tore a telephone off the wall. Within minutes, police in hard hats appeared, forcing the students to leave the building. The whole group then turned up High Street and proceeded back to the campus, with a few students taunting the police, throwing bottles and rocks at them, and breaking windows and entering stores. Some students even looted merchandise. At Steppelman's Arms and Saddlers store, looters took seven shotguns and a crossbow. Some students broke into the offices of the Missouri Council of Churches and the U.S. Treasury Department Office, while others tossed rocks and bottles at passing cars. At length, the mob reached campus and dispersed.

A new resistance

The University acted quickly and declared that Spring Break would begin immediately. This probably prevented the situation from erupting into a serious confrontation, because most students immediately left for home. The local authorities threatened arrests and prosecutions, but nothing developed and the whole matter was allowed to drop. Once again, Lincoln University had escaped a serious outbreak of student unrest with relatively little damage to property or human life.

The only real damage appears to have been to the growing positive relationship between Lincoln University and the Jefferson City community. Several leading citizens expressed dismay over the actions of the students, and Mayor Christy went so far as to ask the City Council for legislation that would allow the Mayor "to call to his aid all citizens in suppressing outbreaks against the public or private property." Fortunately, this type of vigilante legislation did not win approval, but the fact that it could get a hearing at all is indicative of a new resistance toward the University and its students, a resistance that would last for years to come.

The meeting seemed peaceful enough

While campuses throughout the nation reeled under demonstrations and riots, the Lincoln University campus community enjoyed a year of calm. Then, on May 9, 1969, with a student meeting in the ballroom of the Student Center, a series of events began that plunged the campus into a period of violence and destruction. The meeting seemed peaceful enough, and although the concerns of the students seemed to be a replay of the earlier concerns of 1967 and 1968, there was apparently some deep seated anger. The meeting had been called by the campus athletes who wanted to protest against certain athletic policies of the University. They demanded a number of things that ranged from formal contracts that outlined the exact obligations of athletes to the University, to special training tables, experienced trainers and dormitories that were exclusively for athletes. As other students joined the meeting, more complaints against the administration were heard, until finally the students had generated a long list of demands for change. The list covered such issues as unhealthy conditions in the Univer-

sity dormitories, restrictions on female students (i.e. hours and key privileges), grading and counseling procedures, food and service in the cafeteria, the bookstore, and the Supervisor of the Student Center.⁴

At the end of the meeting, a group of students, about thirteen, decided, with determination, to meet the next day with the President and to gain absolute commitment to meet all of their demands. President Dawson, however, responded by refusing to meet with the entire representative group and advised the students that he would meet with four to six of them. Whereupon, the students returned to the Student Center determined to remain there until the administration (to include the President, the Dean of Students and Dean of Women) agreed to meet with the "Committee of Thirteen" and to discuss their demands. To further intensify the situation, the students decided to boycott classes. The President was unwilling to make any concessions concentrating, instead, on clearing the Student Center and getting students to return to classes.

The discussion table

Disappointed with the administration, the faculty called itself into session, and, in an effort to encourage the administration to meet with the students, elected members from the faculty whom they felt would be acceptable to the students as arbitrators.⁵ These faculty representatives were able to bring some student representatives and the appropriate administrators (the Dean of Instruction, the Dean of Students, Dean of Women, and Athletic Director) to the discussion table. The administrators were unyielding on issues of great concern to students and over the next three days students slept in the Student Center and actively encouraged other students not to attend classes.

"University Supervision"

President Dawson responded to this boycott by issuing orders that students could neither meet nor remain inside the Student Center without University supervision, and threatened the use of police to clear the building on May 12. Concerned over the administration's unwillingness to make concessions, and determined to avoid additional adverse publicity for the University, several faculty members entered the Student Center on the twelfth and stayed overnight in order to provide "University Supervision" and to prohibit the arrest of the students.⁶ After a night of discussion in the Center with the faculty, the students left the building without incident. On May 15th, the Dean of Instruction, Oscar J. Chapman, unilaterally broke off discussions citing the failure of students to attend classes as his reason. According to the *St. Louis Post Dispatch* of May 21, 1969, this unyielding stand of the administration merely encouraged the more radical students to think of more extreme means of protest.

Radical students allegedly set fires to Memorial Hall and Page Library

On the night of May 19, at about 10:00 p.m., allegedly some of the more radical students allegedly set fires to Memorial Hall and Page Library as if intended as diversions. The fires in Memorial Hall and Page Library were set early; the main fire occurred in the Student Center. The arsonists seemed to have paid particular attention to the Center as the Student Center bookstore and the office of the Director of the Center had been singled out during negotiations as the "problem areas of the University."⁷

Firefighters

Jefferson City Police

Missouri Highway Patrolmen and

150 Missouri National Guard

troops converged

Firefighters arrived at the Student Center about 11:00 p.m. and were immediately fired upon by unknown persons, who, observers reported, were in Allen and Foster Halls, both of which were within two hundred yards of the Student Center. Whether shots came from both dormitories or from just one of them will probably never be known, but the shots escalated the situation. Jefferson City Police, Missouri Highway Patrolmen and 150 Missouri National Guard troops converged on the dormitories. When shots were fired from these buildings toward the police and troops, the police fired shotguns in reply. All dormitories were quickly surrounded by law enforcement officials and Dean Pugh persuaded the students to come out of the building. The students were herded into the gymnasium where they were searched by the National Guard. Meanwhile troops and police searched the dormitories for weapons. Guardsmen reportedly found firebombs and rifles in the dormitories but were unable to determine to whom they belonged.

By the next morning school officials estimated the damage to the Student Center as \$648,000 and the Jefferson City community reacted with anger and disgust. Governor Warren Hearnes offered a \$500.00 reward for information leading to the arrest of the arsonists; Attorney General John Danforth issued restraining orders forbidding interference with campus business. Mayor Christy of Jefferson City was nonplussed by the burning of the Student Center and demanded swift, direct action: "I think the

time has come to quit negotiating with them and take charge. Enough is enough." Circuit Judge Byron Kinder said "The whole thing is typical of a Black Mafia." Unfortunately, the good relations between Jefferson City and Lincoln University, carefully nurtured by the administration, suddenly vanished.



Former Attorney General Danforth at Lincoln University during the 1969 unrest.

(Lincoln Collection)

On Tuesday, May 20th, the police established a 9:30 p.m. curfew for all Lincoln University students and began to back it up with arrests. Two hundred highway patrolmen and two hundred national guardsmen patrolled the campus. The first night three curfew violators were arrested and taken to jail; four more violators were arrested the next night. During the day an injunction prohibited Lincoln University students from loitering on campus or from disobeying a highway patrolman. On May 22, the administration suspended all twenty members of

the steering committee (seven new members had been added to the Committee) that had issued the demands to the administration. Although the Legal Aid Society protested, suspensions were not lifted. Later, the students on the Committee who were Missouri residents would be quietly re-admitted to the University, but those from out-of-state would never return.

By May 23, the campus was back to normal—as normal as possible with hundreds of law enforcement individuals on duty. Students attended classes peacefully and there were no further outbreaks of violence, due, in part, to the approach of final examinations and the end of the term, and to the overwhelming application of force on campus. The rioting and destruction hastened the retirement of President Dawson, whose age and health made him a mere spectator to the events in May. A new President, Walter C. Daniel, assumed his duties on the first of July, 1969, as Lincoln University entered the next decade with a new leader.

The 1960's had brought about a dramatic change in Lincoln University. During the decade the University evolved from a small, liberal arts university to a university very much in the mainstream of American higher education. In the 1950's, Lincoln University had been an academic ivory tower, shut off from the real world behind a wall of scholarship and idealism that had as its goal the raising of the status of black men and women through education. Brown vs. the Topeka Board of Education had caused Lincoln University to cope with integration during the late fifties and throughout the sixties. In the process, Lincoln University had lost much of what had made it unique. The seventies and eighties would determine if the changes had been beneficial.



Chapter III Notes:

THE 1960'S: PROTEST AND CHANGE

1. In 1967, 1,027 of 1,881 students were granted some type of financial assistance, either in scholarships, workstudy, or loans.
2. An article published in the Jefferson City *Tribune* on September 3, 1960 cited statistics to show that Lincoln University had increased student enrollment by nearly 100% in eight years.
3. In 1965, the house at 607 Jackson Street was purchased for the use of President Earl Dawson and later presidents, from the estate of Mr. Hugh Stephens, who built the house in 1913.
4. The list of fifty-five demands of the students were divided into areas involving administrative, academic, and social concerns. There were some demands specifically directed at the Athletic Department. Also some demands address the ill treatment of students in Jefferson City. The demands are too numerous to list here but included items such as a non-censorship policy for the *Clarion*; extended library hours; better food in the cafeteria; extended visiting hours in university housing; adequate equipment and facilities for female physical education; and proper repair and upkeep of student housing.
5. The faculty representatives elected to the Negotiating Committee included Mr. Cecil Blue, Miss Rosemary Hearn, Dr. Gordon Morgan, Dr. David Finley, Mr. Arthur Pullam and Mr. Dwight Reed. This Committee met with the Student Steering committee for the first time on May 13, 1969. At the meeting, the students objected to Dr. Gordon Morgan and requested that he be replaced by Dr. Wayne Johnson. This was acceptable. Since there were seven members of the Administrative Committee and the students had seven representatives, the faculty could add one. The students requested Miss Desiree Jett of Biology, and this was later accepted. Because of an outburst by the Dean of Students, Mr. Cecil Blue resigned as a member of the Committee. Since he had been named co-chair with Miss Hearn, she now became chairperson. The students requested that Miss Mary Rank of English replace Professor Blue. This was accepted. The moderator was the Reverend Parker and the student delegation included Doris Gregory, Oliver Holt, Jr., Marvin E. Kolt, Hamel Rose, Percy Harris and Johnny Anderson.
6. Since the Board of Curators and President Dawson had gotten a temporary restraining order against students staying in school buildings, some members of the Committee slept overnight in the Student Center to keep the students from being arrested. These faculty members were Arthur (Chick) Pullam, David Finley, Rosemary Hearn, Mary Rank and Desiree Jett. Seeing the action of the faculty members, Dean of Students, Ben Pugh and Dean of Women, Betty Adams, also remained in the Center overnight.
7. Students disliked the Director of the Student Center for her "cantankerous reputed nature" and accused the manager of the bookstore of charging Lincoln University students higher prices for texts than were charged in the bookstore at the University of Missouri, reportedly operated by the same company.

CHAPTER IV

THE 1970's: GRADUAL EXPANSION

In contrast to the turbulence of the late 1960's, the 1970's was a time of stability and further growth for Lincoln University. Despite the growing concern over insufficient state appropriations, the University expanded the scope of its physical facilities, expanded its programs and increased research during this period.

Walter C. Daniel arrived as President of Lincoln University in July 1969.¹ Dr. Daniel assumed the office of president at a time of crisis for the University. With the recent burning of the Student Center, many presidential hopefuls were hesitant about taking charge of the troubled institution.² President Daniel began his efforts to change the face of Lincoln University by adding to the faculty fourteen new doctorates in 1971,³ by opening communication with student leaders, by repairing and reopening the Scruggs Student Center which had been partially destroyed by fire, and by adding new facilities and programs.

Among the many important facilities which were erected during the Daniel administration was a new football stadium. After seventy-one years of playing on "old Lincoln Field" the University built one of the finest stadiums in the mid-Missouri region. The structure cost approximately \$900,000 and seats 5,600 spectators. The track, built around the field, is of superior quality. In the new stadium, re-named Dwight T. Reed Stadium on May 4, 1985, after the much loved football and track coach, the University hosted the opening

home game of 1971 against Bemidji State College in Minnesota. Special ceremonies officially opened the new stadium to eager students and alumni.

In 1972, another important facility, Tower Hall (later re-named Dawson Hall after former President Earl Dawson) was constructed to meet the needs of the expanding student population.⁴ The dormitory is 83,350 square feet and provides 180 rooms for young women, a potential dining area, and parking space for sixty-eight cars.



Dr. Walter C. Daniel, President of Lincoln University, 1969-1972. Dr. Daniel's tenure was marked by many new faculty and programs at the University.

(Lincoln Collection)

Also in 1972, the University built its new FM public education radio station. The new facility, KLUM-FM, a 40,000 watt station at 88.9 on the dial, began broadcasting in August 1973. Serving an area within a seventy-mile radius, transmitting into Columbia, Fulton, and Rolla, among other mid-Missouri locations, the station is located in a house owned by the University at 1004 East Dunklin Street, next to Dawson Hall. The facility was financed by a matching grant from the U.S. Department of Health, Education and Welfare, which provided \$33,732.30 of the total price while the University provided \$18,668.10.⁵ The house on Dunklin was rewired, divided into three studios, fitted with acoustical tile and commercial lighting, and filled with broadcasting equipment, with much of the money for equipment coming from private donations. In 1976, KLUM went from an independent station, supervised by the Department of Speech and Theatre but staffed by professionals, to an academically run station under the Department of Communications. The station continues to expand and in 1985 KLUM was honored as that year's "number one" black college radio station in the country. The award was given by the "Black College Radio, Inc.," a trade magazine company that sets standards for black college radio stations.⁶



KLUM Radio Station serves mid-Missouri. Originally supervised by the Department of Communications, the station is now supervised by University Relations.
(Lincoln Collection)

"last architectural link"

It was also in 1972, however, that a much loved landmark, Memorial Hall, built in 1895 as a dedication to the University's founders, was destroyed. The building was the "last architectural link at Lincoln University between the present and the nineteenth century." The Hall had been deserted for some time following the fire during the student riots. The Board of Curators passed a resolution on May 13, 1972 stating, in part, that "Memorial Hall as it now stands creates a threat to the safety of personnel and other buildings on campus." The board resolved to instruct the President to "immediately remove the hazard by removing Memorial Hall." The demolition took place on August 14. In response to outcries from the alumni over total demolition of the building, Dr. Daniel reported that "we attempted to save the tower, but it was in a more deteriorated condition than we anticipated." Apparently, when the workmen began demolition, the tower simply caved in. Several historical objects, however, were salvaged from the building including a metal cast eagle, a founders dedication plaque, a stain glass window, stones from an archway and a truckload of files. In addition, four old records were found which had to be played from the inside outward. With the loan of equipment from KLIK and KJFF radio, the records were played and it was discovered that they were speeches and ceremonies of the University's 75th Anniversary, on Founder's Day, 1941. Included on the recordings was a speech by national leader W.E.B. Dubois on the "Future of the Negro State College." To the dismay of many faculty and alumni, however, when the students returned to Lincoln University that fall, a familiar sight, old Memorial Hall, would not be there to greet them.



The destruction of Memorial Hall on August 14, 1972. An important symbol for Lincolmites of past generations is gone forever.

(Lincoln Collection)

In addition to the construction of new facilities, new programs, often externally funded, were established under Dr. Daniel's administration. Chief among these was the program in Adult Education. In 1970, under a grant from the Office of Adult Education, Missouri Department of Elementary and Secondary Education, Lincoln University began a program in Adult Basic Education. This program, which was offered without charge to participating students, extended to all or parts of nine Missouri counties. The purpose of the program was to support the efforts of public schools to reach high school dropouts, veterans, and the foreign born and

to help them increase their skills in reading, English, mathematics, science, and ultimately to earn a GED. The program also served the community and area employers in their effort to increase the basic skills of potential employees. Also under the 1970 grant, Lincoln University established the Adult Learning Center. The Center became a multipurpose facility in Elliff Hall, open daily and evenings, to provide a quiet, informal atmosphere where persons interested in improving their skills could find individualized instruction. As a result of widespread interest in special training for prospective adult basic education teachers, Lincoln University sponsored its first summer institute in the education of urban adults in 1971. Encouraged by the large turnout (eighty-three students for the first Institute) the University offered summer institutes for the next three years, supported by \$155,000 in grants from the U.S. Department of Health, Education, and Welfare.



Elliff Hall, named for Dr. J.D. Elliff, University of Missouri, Columbia, long a member of the Lincoln University Board of Curators. Formerly it housed the Laboratory High School, and now houses Nursing and Communications programs and T.V. Station.

(Lincoln Collection)

"Mighty Proud of Lincoln"

To the surprise of the Lincoln University family, on October 30, 1972, Dr. Daniel resigned as President to accept a position as Vice Chancellor of the University of Missouri-Columbia, at that time the highest position held there by a black person. According to James A. Randall, then President of the University Board of Curators, President Daniel's major contributions to Lincoln University included uniting the students, faculty, and administration, giving the University national visibility, and financing physical improvements. Evidence of Dr. Daniel's efforts toward unifying the campus can still be seen at Lincoln University's Page Library, where the slogan "Mighty Proud of Lincoln" may still be found stamped on library books. Dr. Daniel started the "Mighty Proud of Lincoln" campaign, by distributing signs and stickers throughout Jefferson City.

From October 1972 to July 1973, Dr. William G. Brooks served as Interim President until a new president could be appointed.⁷ Dr. Brooks had been a member of the faculty since 1947 and had become Director of Financial Aid in 1965. While the search for president was underway, Dr. Brooks asked the curators not to consider him as a candidate to succeed Dr. Daniel, because he was scheduled for retirement in four years.

In July 1973, Dr. James Frank became the first alumnus to be appointed President of Lincoln University. Dr. Frank returned as President from Medgar Evers College in New York where he was serving as Vice President of Academic Affairs.⁸ Under Dr. Frank's administration, Lincoln University continued to grow in programs and facilities. One of the new programs established early in Dr. Frank's administration was the Correctional Institutions Education Program. Lincoln University

assumed responsibility for the prison educational program during the summer of 1973, teaching college courses to inmates at the Missouri Penitentiary and Alcoa Reformatory for Men. The University was asked to conduct these programs, previously taught by the University of Missouri-Rolla, because it was close to the two facilities and could provide the black history and literature courses which inmates requested. To qualify for classes, inmates had to have a high school diploma or had to have taken the graduate equivalency examination.⁹



Dr. James Frank, the first alumnus to be appointed President, served from 1973 until 1982. During this period, there was a gradual expansion of programs, especially in Cooperative Extension and Research.

(Lincoln Collection)

Also early in President Frank's administration, Lincoln University instituted two new graduate-degree programs: the Master of Education in Adult Education (1973) and the Master of Business Administration in Management (1974).¹⁰ In response to earlier requests from students and alumni requesting graduate work in business, the Department of Business Administration recommended that the Master of Business Administration in Management degree be offered at the Univer-

sity and the recommendation was approved by the Board of Curators, the Missouri Commission on Higher Education, and the North Central Association of Colleges and Secondary Schools. There were at least three reasons why this degree filled a vital community need as well as an important University one. First, as Jefferson City is the seat of state government, many mid-Missourians are employed by government and by major local businesses and desire graduate studies relevant to their occupations. Second, most full-time Jefferson City employees could not leave work to attend the University of Missouri-Columbia, whose management program was offered during the daytime hours. Therefore, Lincoln University could provide a service to these people by offering most of the graduate classes at night. Finally, the Master of Business Administration in Management filled a need at the University in that 21% of the total 1974 undergraduate population was found in the Division of Business and Economics, and these students felt the need for furthering their business education.

Land-grant status increased

Also during President Frank's administration, Lincoln University's land-grant status increased in importance and its contributions to research and to extension services gained respect throughout the State. Like the Hatch Act of 1887 that established federal appropriations for agricultural research, the Smith-Lever Act of 1914 that led to extension programs at universities, left the appropriation of federal funds to the discretion of each state. The equitable distribution of funds, provided for by the Morrill Act of 1890, had been mandated by Congress; however, based upon the ratio of black school children to the total number of school children in Missouri,

Lincoln University, customarily received only a 6.25% share of federally appropriated Morrill-Nelson funds amounting to \$3,125 annually. Consequently, Lincoln University did not function fully as a land-grant institution. With the passage of Public Law 89-106 in 1967, Lincoln University received \$18,239 annually for research in the agricultural sciences. Through amendments to Public Law 89-106 in 1971, the 1890 black land-grant institutions were funded to develop research and extension functions, and Lincoln University programs also gained vitality. These programs gained continuous funding as a result of the Food and Agricultural Act of 1977. With special focus on minorities, limited resource persons, and small farm families, by 1977, research at Lincoln University had expanded greatly through programs in Agricultural Economics and Rural Development, Animal Science, Crop Science and Natural Resources, and Human Nutrition. Cooperative Extension services grew into a statewide network to assist minority and low-income persons in Missouri. Programs, developed in cooperation with the University of Missouri in order to prevent unnecessary duplication, included 4-H and Youth, Home Economics, Community Development, Local Government and Administration, and International Programs, among others. In 1974, two research projects were funded for Lincoln University faculty through the Department of Natural Resources. These projects were to be highly successful. The first, the Black Sites Project, was a unique endeavor, identifying historical sites related to Blacks in Missouri. The project, headed by Dr. Gary Kremer of the Department of History, was one of the earliest projects of its kind in the United States. The research on this project allowed the Department of Natural Resources to identify black historic sites and preserve the buildings for future generations. As an outgrowth of the project, the National Register of Historic Places added a major part of Lincoln



Dr. Antonio F. Holland authored with Dr. Gary R. Kremer, the nomination of Lincoln University as a Historic District. Dr. Holland wrote his Ph.D. thesis on Nathan B. Young for whom Young Hall is named.

(Wright Studio)

University's campus to its list of historic districts. The nomination of Lincoln University was submitted in 1980 by Dr. Kremer and Dr. Antonio Holland, both historians, and the district was dedicated in October, 1983. According to Dr. Kremer, the district was chosen "as a symbol of the past, not just old buildings." The designation also made Lincoln University eligible for funding to maintain the structures. The seven buildings chosen as historic sites include Damel Hall, built in 1937; Schweich Hall, built in 1931; Allen Hall, built in 1936; Page Library, built in 1948; Young Hall, built in 1930; and the power plant, built in 1923. A second grant from Natural Resources helped launch the Moreau River Archaeological Survey Project. In this undertaking, Mr. Craig Sturdevant, University Sociologist, surveyed the Moreau River for archaeological sites relating to the Native Americans that inhabited mid-Missouri. From the project, a more extensive mapping project of possible archaeological sites over the State of Missouri was developed.

Another significant grant-sponsored project of the late 1970's was the Lincoln University Ethnic Studies Center. The Center, housed in Inman Page Library, resulted from an award from the Advanced Institutions Development Program in 1978. Designed to "create an awareness and understanding of other ethnic groups and to bridge effectively the cultural and sub-cultural chasms that often separate such groups", the Center contains books, recordings, periodicals, microfilm, and microfiche dealing with ethnic experiences in Missouri, and these resources are available to students and faculty for their use. The Center has one of the largest collections on black ethnicity in the State and hosts many special exhibits and displays.



Damel Hall, built in 1937, is a part of the Lincoln University Historic District and is named for John W. Damel, former instructor of Industrial Arts and Science and Acting President.

(Lincoln Collection)

"first" for women as leaders

As the 1970's brought on the national struggle for equal rights for women, Lincoln University saw some "first" for women as leaders. The first woman from the University to be commissioned in the Women's Army Corps, Judy Brown, received her gold bars at



Allen Hall, built in 1936, is a part of the Lincoln University Historic District and is named for Benjamin F. Allen, President, 1902 to 1918. The former dormitory is being renovated to house Cooperative Extension and Research.

(Lincoln Collection)

commencement exercises on May 14, 1972. In 1977, Mrs. Johnetta Haley, Assistant Professor of Music at Southern Illinois University, was the first woman to be elected President of the Lincoln University Board of Curators. That same year, Karen Tate became the first woman to be elected President of the Student Government Association.

First Festival of the Arts

In 1976, Lincoln University's first Festival of the Arts, celebrating the National Bicentennial, brought to the campus a varied program of music, art, theater, and dance. Haki R. Madhubuti (Don L. Lee), poet linguist, poet-in-residence at Howard University, demonstrated his development of a new language for Black poetics and read some of his poems; Jeffrey Burns, an alumnus, lectured on art; the Billy Taylor Jazz Trio appeared in concert led by the acclaimed jazz pianist, Billy Taylor; the Jerusalem Symphony Orchestra, under the direction of Raymond Rosenkranz, performed music by Rossi, Mendelssohn, and Beethoven; the St. Louis Symphony Or-

chestra, under the direction of Jerzy Semkov, performed music by Rossini, Beethoven, and Robert Schumann; the University Choir and Wind Ensemble performed a classical program; the multi-racial and multi-cultural company Stanze Peterson Dance Theatre danced a variously accented repertory; the United States Army Field Studio Band, the official touring jazz ensemble of the United States Army, acquainted the audience with its very own musical idiom; and dramatic productions by the Lincoln University Stagecrafters - "The Zoo Story" by Edward Albee and "Clara's Ole Man" by Ed Bullins - delighted audiences.

Mid-Missouri Ethnic Festival '76

The Bicentennial year celebration continued with the Mid-Missouri Ethnic Festival '76 sponsoring the premiere of "The Sound of the River," a first play by Brian Corrigan, a Kansas City student and performed by cast members from Jefferson City, Columbia, and Lincoln University. Co-sponsored by the Mid-Missouri Ethnic Festival '76, the Festival of the Arts '76 marked the close of the bicentennial year by presenting "Treemonisha," an opera in three acts by Scott Joplin. The performance, the result of the collaboration between Lincoln University's areas of English and Speech, Theater, Music, and Physical Education, was the first in Missouri since the ragtime composer's musical dream was revived. Musical direction was by Robert L. Mitchell, Sr., stage direction by Thomas D. Pawley, and choreography by Theresa Ferguson, all of whom continue to foster the tradition in the fine arts at Lincoln University.

Despite new programs, facilities and research at Lincoln University during the 1970's, there were serious problems facing the University and many of them centered on limited appropriations. For instance, the

President and the Board of Curators made strong objections to "inadequate funding." In 1976, '78, and '79 President Frank asked for "no padding just what we need to maintain quality education and efficiency in all our operations." In addition to funding problems, the number of semester hours generated by students declined. President Frank labeled this decline a "student famine" and proposed that the school reach out to "older students." He claimed that the "great culprit" of most University problems was inflation and said, "there was no way to keep pace with rising costs for facilities and educational equipment."

Reorganizations

During this critical period, in 1977, President Frank initiated one of the three major structural reorganizations that would take place at Lincoln University over the next decade. The changes included molding the undergraduate college structure into three colleges. This resulted in the consolidation of several areas, and a reduction of the number of separate departments from twenty-three to twelve. Each college was chaired by a Dean and the graduate division was maintained. The support areas of the institution were organized under four major units. In addition, President Frank established offices for veterans affairs and for international students and set aside a budget for the Student Government Association.

In 1979, as the 1970's drew to a close, a Lincoln University landmark shut its doors: the Lincoln Laboratory Schools ceased operations. As early as 1893-94, Lincoln Institute contained an Elementary Department and by



Registration in William B. Jason Gymnasium in the 1970's.

(Lincoln Collection)

1903 or 1904 the Washington School offered classes for local elementary students. In 1929, the Lincoln University High School was organized into an entity apart from the University with Dr. Sidney J. Reedy as the first principal. The Lincoln High School maintained a two-fold purpose: first, it was a centrally located state high school, offering secondary training for Blacks unable to attend segregated white institutions. The laboratory schools accommodated many small rural areas; students were bussed in from towns such as Fulton, California, and New Bloomfield. Second, the high school served as a laboratory for the training of prospective teachers. In addition to training student teachers, however, the Laboratory School provided opportunities for teachers to double as college instructors. For instance, a former student at the laboratory school, Harriett

Robinson, recalls that her music, physical education, and art teachers also taught college courses. The advantage of such a practice was that laboratory school teachers often held the Ph.D. and provided quality instruction. There were other advantages to having a public school on a college campus. Perry V. Douglas remembers, "we were required to complete college caliber work, so there was less of an adjustment when we went on to college here at Lincoln." With integration, and the increased practice of using Lincoln University student teachers in area public schools, and with limited funds, the Lincoln University Laboratory School closed its doors in 1979 leaving many cherished memories behind.



Founders' Day Ceremony held at the grave site of Logan Bennett at the National Cemetery. This tradition was inspired by Charles "Lefty" Robinson, charter member of local NAACP Chapter and carried out by R.O.T.C.

(Lincoln Collection)

Chapter IV Notes:

THE 1970'S: GRADUAL EXPANSION

1. Dr. Daniel received his baccalaureate degree in English from Johnson C. Smith University, his M.S. from South Dakota State University and his Ph.D. from Bowling Green State University in Ohio.
2. According to a veteran library employee, Mrs. Harriet Robinson, Dr. Daniel, who often took time to visit with students and faculty, was once asked, "Why did you accept this position, when many others withdrew their applications?" After a moment he reportedly replied, "The position is a challenge and there is a job to do here - putting the campus back together as a working unit."
3. Among the new doctorates who arrived under Dr. Daniel's administration, many of whom remain, were Dr. Ikbai Chowdhury, Dr. Gloria Grotjan, Dr. Foster Fuller, Dr. Gossie Hudson, Dr. Nathan Cook, Dr. Dick Steward, Dr. William Beneke, Dr. David Warren, Dr. Thomas O'Brien and Dr. Robert King.
4. The high-rise dormitory was financed by a federal loan of \$1,985,000 and was constructed by the Charles Persons Construction Company of Saint Joseph, MO.
5. KLUM was established to provide training for students in broadcasting and to provide a needed service for the community. In addition, it was to provide a forum for special interest groups. Donors included the Christian Third Force (a political, student group); Mid-America TV; the owners of KRCC-TV in Jefferson City, MO; KMBZ of Kansas City; John Roberts, Inc. (university jewelers); Exchange National Bank, Jefferson City, MO; Stortz Broadcasting Company; the campus chapter of the American Home Economics Association; and WIL Music, Inc., a St. Louis music service.
6. The station is now supervised by University Relations.
7. Dr. Brooks was a native of Kansas, earning the Bachelor of Science degree at Wichita State University and the Ph.D. at the University of Denver.
8. Dr. Frank had come to Lincoln University as a student, in 1949, from Aliquippa, Pennsylvania. He was graduated with a B.S. degree in Physical Education in 1953 and, after a tour of duty with the Army, where he played on the Korean All-Star Basketball Team, Dr. Frank returned to Lincoln University in 1956 to teach and to serve as assistant basketball coach. Shortly after being promoted to head coach in 1958, Dr. Frank left coaching at Lincoln University to pursue doctoral studies.
9. Since 1973, the prison program has expanded to include classes at the Renz Correctional Center and the Central Missouri Correctional Center, better known as Church Farm.
10. The Master of Education in Adult Education was established as a result of the widespread interest in adult basic education.

CHAPTER V

THE 1980's: CATASTROPHE AND A NEW BEGINNING

President Frank's term of office came to an end on October 25, 1982. In a closed meeting of the Board of Curators on Saturday October 23, Dr. Frank was given the opportunity to resign and was then fired when he refused. Although one unidentified board member told a daily newspaper that "we had a hard time working with him," the reason given was that the board desired a "new leadership style."¹

Following Dr. Frank's dismissal, Dr. John Chavis, Vice President of the University, was appointed Interim President and served until 1984, when a new president was appointed. Dr. Chavis came to Lincoln University in 1974 from Tuskegee University, and had served as Professor of History, Dean of the University, and Vice President of the University.

Later, in 1982, shortly after the dismissal of Dr. Frank, the Board of Curators, under the leadership of Board President, Dr. Otis Jackson, reorganized the University again. The academic departments remained intact, but changes were made in administrative units. Three administrative offices were designated: one for Institutional Research and Development headed by a vice president; one for Business and Finance, also headed by a vice president; and one for Academic Affairs, headed by an executive dean. Colleges were changed to "schools" and a provost was placed over the area of Student Life and Student Development.

On February 1, 1984, the Board of Curators appointed Dr. Thomas Miller Jenkins, Associate Vice Chancellor for Academic Affairs at University of Illinois, Chicago, as Lincoln University's 15th President.² Shortly after his arrival, he reorganized the University for the third time in ten years. In this new configuration, the academic areas were divided into two colleges: Arts and Sciences and Professional Studies. The title of "Dean" was reinstated for all upper level managers, including those previously identified as vice presidents and five



Dr. Thomas Jenkins, President, from 1984 to 1986. Dr. Jenkin's tenure ended with the disclosure of Lincoln University's million dollar indebtedness.

(Lincoln Collection)

new administrators were appointed, from recommendations by special committees of University administrators and faculty, to fill various posts throughout the University.

During Dr. Jenkins' early administration two new facilities were dedicated. The Charles E. Dickinson Plant and Soil Science Research Center, named after a former Lincoln University professor, is the site of research in vegetable and plant production. The Walthall M. Moore Small Animal Research Center is the site of research regarding animals. Attached to the Moore Center is the Ralston-Purina/Lincoln University Horticulture Information Center which includes demonstration plots for new trees, perennial flower beds, and a U-shaped "Garden of the Five Senses, designed for area handicapped and retarded persons to enjoy.



The Blue Tiger Cafe, an old landmark and "hangout" for Lincoln University students from the 1920's, was torn down in 1984 to make way for a student parking lot.

(Lincoln Collection)

"hangout"

Also early in Dr. Jenkins' administration (Fall of 1984), an old landmark, The Blue Tiger Cafe, was torn down. The Blue Tiger, called the "Greasy Spoon" by many students and faculty, was built in the 1920's by Sarah and George Slater and served an important function in that it was one of the few restaurants near the campus to serve Blacks. Before the Student Center was available, the popular student "hangout", with its friendly atmosphere, served hot dogs, hamburgers, and fries. Located directly across Chestnut Street from Page Library, the Cafe opened daily from 10:00 a.m. to 10:30 p.m., closing only during afternoon hours. Owned by Mr. James D. Parks, a Lincoln University Professor of Art, and his wife Florence, the Blue Tiger served as a combination boarding house and restaurant. In 1957, The Blue Tiger came under the proprietorship of Mrs. Agnes Vaughn and the business continued even after the Scruggs Student Center was opened. This was a much loved landmark and as John Hammond wrote for the *Clarion*, "Although the Blue Tiger was not exactly one of the major buildings on campus, it probably held the fondest memories. Many courtships were started there, many great ideas were exchanged there and lifelong friends were made there." The site of the old cafe is now the Collier-Hatcher-Parks student parking lot, which was completed on October 15, 1985. However, to many faculty and alumni, the spot still holds fond memories of Lincoln University's Blue Tiger.

In December, 1984 the Missouri Coordinating Board for Higher Education shocked University administrators, faculty, students, and alumni when it voted to recommend the elimination of graduate programs and the program in agriculture at Lincoln University and

to change the University's statewide university governing board to a regional one. The following February, 1985, House Bill 515 was proposed by Representative Jeff Schaeperkoetter (D) from Owensville, Missouri. The Bill included the Coordinating Board's recommendation, and in its original form, it also advocated making Lincoln University a regional university, placing the graduate programs under the control of the University of Missouri-Columbia. On February 21, 1985, the Bill was voted out of the Committee on Higher Education by a narrow margin of 6-5 and was recommended for passage to the entire House.

The *Daily Capitol News* quoted Representative Schaeperkoetter as saying, in defense of the bill, that only 6.5 percent of Lincoln University's students were involved in two "unaccredited" graduate programs. According to Schaeperkoetter, students would benefit if Lincoln University shifted its graduate programs, because they would receive "better instruction and full accreditation for their graduate work. Students might pay slightly more for graduate instruction but it would be worth it in the long run because of the wider diversity and quality."

Defended the quality

The Lincoln University administration, faculty, alumni, and students quickly rallied against House Bill 515. Carl N. Smith, Vice President of the Lincoln University Alumni Association released a written statement urging University supporters to vote against the Bill, and an on-campus support group, H.E.A.L. (Higher Education at Lincoln) was formed to get campus supporters organized. In addition, a press conference was held to clear up the misconception brought about by Representative Schaeperkoetter's statement that the University's graduate programs were unaccredited. President Jenkins held the conference on February 11, 1985, along with Dr. Rosemary Hearn, Special Assistant to the President, Dr. Gary K. Scott, Director of Graduate and Continuing Education, and Dr. Gary Kremer, Associate Professor of History and Assistant for Special Projects. Dr. Hearn confirmed that Lincoln was, indeed, fully accredited with the North Central Association of Colleges and Secondary Schools, and had been accredited since 1934. Dr. Scott defended the quality of graduate programs at Lincoln University, calling attention to the fact that the thirty-six members of the graduate faculty had doctorates, and quoting a recent survey conducted by Assistant Professor of Education, Mike Malone, that showed sixty-seven percent of Lincoln University graduates rated in the top ten percent of the work force by their supervisors and eighty-nine percent in the top twenty-five percent.

Administrators, faculty, students and supporters had reason for concern. If House Bill #515 became a law, an important foundation of the school, its 1890 land-grant status, would be threatened and its programs in danger of being eliminated. If the University lost its graduate programs and its programs in

Alumni offer plan to revive L.U.

By BOB BAX
News Tribune

Lincoln University's National Alumni Association has called on the school's board of trustees to seek more state funding and fight any efforts to make the institution a regional university.

These recommendations were included in an eight-page proposal presented to Board of Trustees President Dr. Mariel Battle Friday night.

The association requested that the trustees, Gov. John Ashcroft and Coordinating Board For Higher Education (CBHE) take action to increase Lincoln's budget by \$1 million to \$1.5 million. The increase is needed, the alumni said, to allow the university to succeed, not just survive.

The CBHE on Thursday recommended that Lincoln's state funding for the next fiscal year be increased by more than \$800,000 from the present \$1.3 million allocation to \$9.38 million for next year.

The group also requested that the trustees oppose any legislative efforts to change Lincoln's role as a Land Grant university and make it a regional college, similar to the

west Missouri State, Southeast Missouri State and Southwest Missouri State universities.

Mr. Battle received a standing ovation from the alumni after he told the group that the board of trustees was committed to seeing that Lincoln "never loses its Land Grant status."

The alumni also requested that the trustees appoint Dr. Louis Newsom as interim university president to "guide the school through its management and credibility crisis."

A 1984 graduate of Lincoln, Newsom is a nationally respected educator.

Lincoln currently faces a \$1.2 million budget deficit. The financial crisis and accompanying criticism has resulted in the recent resignations of President Thomas Miller Jenkins and two other administrators at the school. Vice President John Chavis currently is serving as interim president and the school has hired an outside management team to help sort out the school's financial and management problems.

Other proposals submitted to the trustees include:

- An open and fair screening committee with faculty and student representatives and a student member from the alumni community to search for a new university president.
- The management team advise the alumni association of its purpose and findings.
- The national alumni president be notified of all meetings of the Board of Trustees and obtain minutes of board meetings.
- Immediate action on the \$425,000 raised by the alumni association to build a Memorial Plaza on the campus.
- An alumni advisory council consisting of Lincoln alumni with experience in financial, business, legal and corporate areas to help the university.
- In addition to the proposals for the trustees, the alumni association said it would raise money to establish an endowment fund for Lincoln; establish and fund scholarships for students who live on campus; and establish state and national campaigns to increase enrollment.

1986 newspaper headline reflecting the effort of Lincoln University's National Alumni Association to aid the University in its hour of crisis.

(Lincoln Collection)

agriculture, to the University of Missouri, then millions of dollars in federal funding could be in jeopardy. Orville G. Bentley, Assistant Secretary, United States Department of Agriculture, in a letter dated May 4, 1985, outlined funds that would be available to Lincoln University for enhancement of agricultural programs because of its 1890 land-grant status. However, according to Mr. Bentley, "If the State of Missouri declines to continue the academic program in agriculture at Lincoln University, the University would no longer be eligible for the enhancement funds."

*"We have cooperation
not duplication"*

In the May 28, 1985 issue of the St. Louis Post-Dispatch, Commissioner of Higher Education, Sheila Aery, expressed her concern over duplication of programs in agriculture offered by Lincoln University and the University of Missouri. Commissioner Aery stated, "We already have a land-grant institution down the road" in Columbia. The Lincoln University administration and faculty, however, had previously looked at the possibility of duplications in research projects and had coordinated efforts with the University of Missouri in order to maximize research efforts. The Director of Research at Lincoln University and the Director of the Missouri Agriculture Experiment Station annually file a joint plan of research with the U.S.D.A. as mandated by federal legislation. In this way, cooperative efforts among the faculty of the two universities are fastened and encouraged. In the words of Lincoln University Research Director, Dr. John Warren, "We have cooperation, not duplication."

The Coordinating Board's recommendations also indicated that since both the University of Missouri-Columbia and Lincoln University are land-grant institutions, Lincoln University's land-grant status could be surrendered without a loss of federal appropriations to Missouri. What the Coordinating Board did not know is that Missouri's two land-grant universities are organized and funded under two separate appropriations measures, approved annually by Congress - the University of Missouri-Columbia under the Land-Grant Act of 1862 and Lincoln University under the Land-Grant Act of 1890. As an 1890 land-grant institution, Lincoln University receives funds for Cooperative Extension and Research (2.8 million dollars annually) under Public Law 95-113, Sections 1444 and 1445. These laws clearly separate the funding for extension and research at 1890 land-grant institutions from the funding at 1862 land-grant institutions. In a later letter, July 8, 1985, Assistant Secretary of Agriculture Bentley wrote, "Based on current authorization, no special federal funds would be provided the University of Missouri or other Missouri public universities to carry-out instructional programs which Lincoln University may discontinue." Therefore, if Lincoln University was forced to give up its agricultural instruction, the University (and the State as well) was likely to lose close to three million dollars a year, plus additional federal funding for the enhancement of buildings and grounds.

A "broadened" mission

Another concern over H.B. #515 was the potential impact on Lincoln University's historic mission, if the provisions of the Bill became a law. Founded as a school for freed Blacks, Lincoln University, over the years, had

taught the essential skills of survival to students denied instruction in these skills at other institutions. Since the 1954 Supreme Court decision, Lincoln University had become a model of peaceful integration, offering a diversity of students a unique cultural atmosphere. In the *Jefferson City Post-Tribune* of February 12, 1985, however, Commissioner Aery argued that H.B. 515 acknowledged the fact that "Lincoln University is no longer the statewide black institution it was when it was established." Changing the University's status to that of a regional institution would simply reflect the student population of which seventy percent was white and lived in a ten-county area of Mid-Missouri. Lincoln University supporters countered with the argument that limiting the University's statewide mission would limit representation of students from St. Louis, Kansas City, and the Bootheel areas, traditional sources of the Lincoln University population. President Jenkins argued that the University had a "broadened" mission not a "changed" mission, because the size of the black student population, too, had increased over the years. In the fall of 1979 black, non-hispanic, non-alien student enrollment was 929 and in 1983, 1000. President Jenkins claimed it was the increase in the white student population, not a decrease in the black population, which caused the racial percentage to change. Furthermore, Lincoln University's thirty to thirty-five percent black enrollment still far exceeded the black enrollment percentage at any other state university. Lincoln University still served a large black student population that would feel alienated if the University became a regional instead of a statewide university.

When it was clear that the Bill had no chance for passage, it was withdrawn by Representative Schaeperkoetter. This was due, in large part, to the efforts of alumni, faculty, and students who rallied behind the school in time of need. However, as one crisis passed, a greater one was on the horizon.

Lincoln University Faces Another Year With Deficit

By Jim Mosley
Post-Dispatch Jefferson City Bureau

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JEFFERSON CITY — A 25 percent drop in enrollment and an underestimation of income likely will result in Lincoln University having a deficit of up to \$700,000 this fiscal year, the school's budget officer predicted Thursday.

If the prediction by Roger Killian, the budget officer, holds, it would be the third consecutive fiscal year that Lincoln, the troubled university in Jefferson City, has overspent its budget.

The key reason behind the projected deficit this fiscal year, which began July 1 and ends next June 30, is the decrease in enrollment from last year. Lincoln gets about 22 percent of its general operating revenue from

student fees, according to state Auditor Margaret Kelly.

Most colleges and universities in eastern Missouri have reported slight changes in enrollment this fall; none had decreases as large as 25 percent.

Muriel Battle, president of Lincoln's board of curators, said Thursday that reports earlier this year of Lincoln's poor financial condition might have contributed to the declining enrollment.

"There were some people asking at the beginning: Is school going to open?" Battle said.

Gary Kremer, a history professor who is chairman of the group that represents Lincoln teachers and staff, said the drop in enrollment also could be tied to an increase in tuition this year to \$50 a credit hour from \$40 a

See LINCOLN, Page 8

One of many negative headlines the university family had to deal with in the mid-1980's was the crisis of deficit and declining enrollment.

(Lincoln Collection)

"financial exigency"

In June, 1986, Commissioner Shaila Aery disclosed that Lincoln University's spending in 1986 would exceed its income by \$600,000 to one million dollars. She also disclosed that she would recommend that the Coordinating Board propose no more money for the University until its Board of Curators took public action to "establish the basis for financial restructuring." She further stated that the University's spending had grown by 52.6 percent in the four years preceding 1986, while the state appropriations had grown by only 28.2 percent and recommended that Lincoln University declare "financial exigency".

The Lincoln University Board of Curators was told by President Jenkins, on June 25, 1986, that a new budget, starting on July 1, would absorb the deficit and balance the budget. Curator Jerrilynn Voss, however, made the motion that the Board follow the

recommendation of the Coordinating Board and declare financial exigency. The motion died when it failed to be seconded. On June 26, when citing the improprieties at Lincoln University, Governor John Ashcroft stated that "the expenditures appear to have exceeded pretty substantially the available resources. That means that both the people who are involved in terms of the oversight haven't adequately safeguarded the University from that impropriety." Also on June 26 an editorial appeared in the Jefferson City Post-Tribune which called for the nine curators and President Jenkins to resign their posts.

First time in state history

On Saturday, August 9, 1986 the Lincoln University Board of Curators voted to declare financial exigency after new information revealed that the deficit was at least \$600,000 dollars greater than had been previously reported. Although, during the fiscal year in question, the Board had been informed that the budget was balanced, the Board now heard a report that the University had revenues of 11.8 million dollars but expenditures of 13.6 million dollars during the previous fiscal year, producing a deficit of 1.8 million dollars. During the meeting, Otis Jackson resigned as President of the Board and was replaced by Mr. Robert Chiles. Mr. Chiles was recommended because of his financial background and his position as head of the Budget and Finance Committee. The declaration of a financial emergency gave the board and administrators extraordinary power to reduce the University's debt. It was the first time in state history that a state university adopted such an emergency declaration.³

How such an oversight occurred and who was to blame were the questions not easy to answer. According to the Board of Curators,

information was a problem. Board member Dwayne Crompton stated in a 1989 News Tribune article that "board members now know they were not getting accurate information about the school's finances, but it was not evident in 1985 or early 1986." Curator Donald Wyss said that "part of the problem was mechanical - Lincoln did not have a good computer system to keep its records...the board was being informed, but they were being informed six to nine months behind."

State Auditor Margaret Kelly, after an audit of the University's finances, agreed with Commissioner Aery's assertion that incompetence was the major problem. Said Kelly, "Mismanagement and inexcusable financial decisions" caused the deficit. "Some of the financial decisions were completely irrational and inexcusable," she reported. University administrators were charged with spending money "as if there were an unlimited supply. Instead of taking decisive action to combat the fiscal crisis, they've hired new people, including two new presidential assistants."

Brought on the disaster

A third possibility for the financial crisis was offered by the University administration - traditional low state funding. Funding had been a long-standing problem for Lincoln University presidents. A decade earlier, President Frank was forced to cut \$427,000 in anticipated funding and could not meet merit pay increases. In 1977, Governor Teasdale cut \$303,000 from Lincoln University's appropriations and that year's appropriation represented only a two percent increase from the previous year's appropriation. In 1979, President Frank had told the Senate Appropriations Committee that the amount recommended by the Coordinating Board (\$5,498,047.00 from general revenue) would

not meet the basic inflationary increases for the entire operation of the University. "Asking us to conscientiously conserve energy is one thing," said President Frank, "but asking us to do the impossible is quite another matter. "No Padding," said President Frank "just what we need to maintain quality education and efficiency in all our operations." Then, in 1982, Lincoln University added a surcharge to student fees to offset a cutback in state funds, which represented only a one percent increase over the previous appropriation. The average increase during the ten-year period from FY '77 - FY '87 was only 5.4 percent. Total percentage increase was 66.9 percent, as compared with 136.9 percent increase at Southwest Missouri State University, 128.1 percent at Southeast State University, and 102.6 percent at Northeast Missouri State University.⁴ However, inadequate funding would not be the exclusive cause of such a widespread financial emergency as the one in 1986; in all probability, a combination of the causes mentioned brought on the disaster.

Results would be far reaching

Whatever the cause of the University's financial exigency, one thing was certain. The results would be far reaching. One of the immediate results was the resignation of five Lincoln University Curators on Wednesday, August 13. Governor Ashcroft received a letter, signed by the Board's five executive committee members, in which they stated that their resignations would "further permit the governor's office to help facilitate efforts...to ensure the long-term financial health of Lincoln University."⁵ The next day Governor Ashcroft appointed four of five new Curators, to replace those who had resigned.⁶ In addition to the Curators, two top Lincoln University officials, Dr. Jack Pitzer, Dean of Services,

and Mr. Onesimus Kivindio, Internal Auditor, resigned their posts. Finally, on October 13, 1986 Dr. Jenkins resigned his post as President of Lincoln University; however, the Board of Curators decided to honor employment letters of agreement and to retain Dr. Jenkins and the two University officials as consultants until April 1, 1987. The Curators then named Vice President Dr. John Chavis as Interim University President and Mitchell Crusto, the new Vice President of the Board of Curators, as Chairman of the Search Committee to begin the process of finding a new president. In a joint statement signed by Dr. Jenkins and Dr. Muriel W. Battle, Curator President, the decision was announced to relieve Dr. Jenkins immediately "by mutual agreement for the future welfare of Lincoln University." Faculty, staff, students and supporters drafted a letter of support for President Jenkins citing his accomplishments, including his elevating teacher salaries, and his equalizing faculty and staff positions between the races and between men and women. In addition, the letter cited physical improvements on the campus, including the installation of new telephone and computer systems and commended Dr. Jenkins for making himself highly accessible to the student body.



During late 1980's and early 1990's, Lincoln University experienced an unprecedented increased enrollment as a part of President Wendell G. Rayburn's "new beginning."

(Department of Natural Resources)

Another result of the financial emergency was a serious decrease in student enrollment. After a ten-year period of gradual enrollment growth through the fall semester of 1985, the University's head count enrollment dropped from an institutional high of 3,321 students to 2,486 during 1986 - 1987. This precipitous decline in enrollment was due to a large increase in tuition and fees (from \$40.00 to \$50.00 a credit hour for the fall 1986 term), a forced reduction in scholarship awards, and the flood of negative media publicity following the financial emergency.

*Close Lincoln University
temporarily or make it
part of the University of Missouri*

A third result of the financial emergency was the recommendation to close Lincoln University temporarily or make it part of the University of Missouri system. In July 1986, Merrill M. Townley, (R) Chamois, suggested that Lincoln University should be made a fifth campus of the University of Missouri. Townley argued that the change would allow the University of Missouri to run Lincoln University's business office and also to assume operation of the farms. However, a spokesman for the University of Missouri said he did not think the University was interested in taking over Lincoln University. In addition the fall semester, 1986, the Chairman of the House Higher Education Committee, Representative Winnie Weber, (D) House Springs, suggested that Lincoln University should be closed at the end of the fall semester, because the Board of Curators had failed to address the University's financial problems. She urged the closing in

order to provide the newly appointed Board time to get financial affairs in order and to give students a chance to relocate to other colleges. Curator President Muriel W. Battle argued that, despite the emergency, the Board was making progress in bringing financial stability to the University, and Governor Ashcroft denied the request to close the University for the spring 1987 semester. Indeed, headway was being made in setting Lincoln University back on the right financial track. Several positions were eliminated, including Dean of Services, Executive Director to the Board of Curators, Internal Auditor, and University Psychiatrist. The savings from the elimination of these positions including fringe benefits, was approximately \$177,600 for fiscal year 1987. The elimination of an additional thirteen positions from administrative/non-academic staff resulted in a savings of \$127,735 for fiscal year 1987. Finally, in September 1986, the Board of Curators approved the termination of the dairy farm operations and the sale of sixty-six head of cattle and of milking machines. These efforts were indications that Lincoln University would not close its doors, but would take strong and dramatic action to solve the financial emergency.

"that we want this institution to exist"

The search for a new president did not begin immediately and a new president would not be appointed for over a year. Under the direction of the Commissioner of Higher Education, Sheila Aery, and Governor Ashcroft, the Lincoln University Board of Curators asked Dr. Henry Givens, President of Harris-Stowe State College in St. Louis to accept a part-time position as "Chief Executive Administrator" of Lincoln University. After receiving the con-

sent of his Board of Regents, Dr. Givens accepted the appointment and served from January 5 through June 30, 1987. During his term, Dr. Givens recommended that the University's retirement system fund be merged with the Missouri State Employees Retirement System (MOSERS) and he emphasized the importance of media and other cooperation in building support for Lincoln University. "There has to be a feeling out there", explained Givens "that we want this institution to exist."

Search for a new president

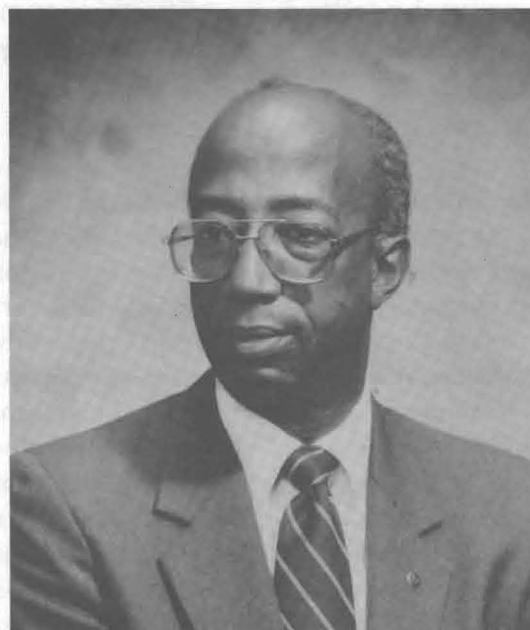
In addition to retaining Dr. Givens, the Lincoln University Board of Curators obtained the services of a management team from the Academy for Educational Development, a non-profit planning and research organization.⁷ In July, 1987 the Board contracted with the Academy, for the services of Dr. Norman Auburn and Dr. Luther Foster for a three-month period. Dr. Auburn was President Emeritus of the University of Akron, Ohio and had been a member of the Academy since 1970. He had served as acting president at a number of schools, and would serve as Acting President on a full-time basis at Lincoln University. Dr. Foster would serve as Acting Vice President on a part-time basis. These two professionals would assist the Board in its search for a new president.

After reviewing more than ninety applications for the presidency, the Board of Curators finally appointed Dr. Wendell G. Rayburn, 16th president of Lincoln University, on January 15, 1988. A native of Detroit, Michigan, Dr. Rayburn came to Lincoln

University from the presidency of Savannah State College in Georgia. He had served earlier as Dean of the University College at the University of Louisville.

President Rayburn entered his presidency with a promise

President Rayburn entered his presidency with a promise to "emphasize the need to find external funding for the University, thus lessening its dependence on state funds. Whatever it takes to balance the budget, we're going to do, but we will do it so it will have the least impact on the institution. I realize hard decisions must be made and we're going to make those decisions for the betterment of the institution."



Dr. Wendell G. Rayburn, Sr., 16th President of Lincoln University, was appointed on January 15, 1988. Under Dr. Rayburn's leadership, the University has obtained a funding surplus and a greatly enhanced image.

(Lincoln Collection)

Faced with a "hard decision"

President Rayburn was faced with a "hard decision" earlier in his term than expected when he received word that Commissioner Aery had recommended a proposed plan to make Lincoln University part of a new Missouri State University system, combining it with Central Missouri State University, Warrensburg; Southeast Missouri State University, Cape Girardeau; and Northwest Missouri State University, Maryville. Under this proposal, the new university would operate under a statewide governing board. Even more significant was the suggestion once again that Lincoln University surrender its 1890 land-grant status and transfer it to Harris-Stowe State College in St. Louis. President Rayburn opposed this proposal. In his words, "This would not enhance our mission; as a matter of fact, it would probably hamper it a great deal." In a statement released by the University the following additional argument was put forth with regard to its land-grant status.

Serious questions have been raised regarding the relevance of Lincoln University's land-grant status. Lincoln University would lose approximately \$4 million annually of federal funds for Cooperative Research, Cooperative Extension, teaching in the food and agricultural sciences and international programs should its land-grant status be rescinded. These funds and the programs they support would also be lost to the State of Missouri as most funds would be shared among 1890 land-grant universities in other states. This does not include the \$3.7 million in federal research and extension facility improvements funds along with approximately \$3 million federal dollars already invested in research facilities on our campus.

The language of the Second Morrill Act clearly emphasized open accessibility of land-grant universities to all people. This spirit was echoed in the 1954 Missouri Attorney General's Statement that Lincoln University was open to all races. Through the years, Lincoln University had evolved as a model of integration and cultural diversity. Thus, the suggestion to designate Harris-Stowe State College as the Missouri 1890 Land-Grant Institution, simply on the basis of the race of the majority of its student population, would represent a return to the doctrine of "separate but equal."

"a new beginning"

President Rayburn's inauguration was termed "a new beginning" for Lincoln University and it was truly appropriate, for great strides were taken during the 1988-89 school year. When the University opened its doors in the fall of 1988, 2,743 students swelled the classrooms. This represented a 10.7 percent increase in enrollment from the previous year, and was the highest percentage increase in enrollment of any four-year institution of higher education in Missouri. The school year also saw the establishment of a College of Business, a completed proposal for a four-year Computer Science Program in Management Information Systems and a Department of Development Studies. In addition, the University successfully underwent a review for continued accreditation by the North Central Association of Secondary Schools and Colleges. In 1989, Lincoln University opened the Jefferson City public access-television channel, used for the production and airing of locally-

oriented programming. Services of this Channel (3) are available to anyone in the Jefferson City area. The city holds the broadcasting license and, through a joint venture agreement, Lincoln University operates the station with a professional staff and student interns.

From the brink of disaster

Enrollment increased 17 percent during the fall of 1989, with an additional 320 students over the fall of 1988. The enrollment of 3,063 students represented the second-highest enrollment in Lincoln University's history. This steady increase in enrollment was a direct result of concerted efforts to recruit more students. For instance, the President hired two full-time recruiters, one to focus on Missouri's urban and out-of-state areas and the other to focus on Mid-Missouri. In addition, he launched a \$30,000 advertising campaign aimed at recruiting students and enhancing the University's image. The most significant event of 1989, however, took place on May 24 when the Lincoln University Board of Curators unanimously voted to lift the financial exigency, giving the University a clean bill of financial health. Under the leadership of President Rayburn and Vice President of Business and Finance, Dr. Cornelius Wooten, Lincoln University had accumulated a \$1 million surplus by the end of the 1989 fiscal year. This achievement would not have been possible had it not been for the efforts of the mid-Missouri community and the alumni around the state and country. One example of the dedication that brought Lincoln University back from the brink of disaster was the work of alumnus Earl Wilson, Jr., called the "Million



Lincoln University students contribute to the local community by taking part in local blood drives.

(Lincoln Collection)

Dollar Man" by President Rayburn. This executive, on leave of absence from his position at IBM, activated alumni across the country and reportedly raised \$1.3 million in cash and pledges.

Image has been greatly enhanced

Since the appointment of President Rayburn, Lincoln University has grown steadily and its image has been greatly enhanced. To a great extent this is due to the esteem with which the President is held throughout the State and nation. On June 30, 1988, President Reagan named Dr. Rayburn to the Board of International Food and Agricultural Development, and in November, 1988, he was elected to the Board of Directors of the American Association of State Colleges and Universities.

Lincoln University broke new records

Again in 1990, Lincoln University broke new records in enrollment. During the fall 1990 semester, 3,619 students enrolled, an increase of 556 students over the previous fall. This record semester marked the third year in a row that enrollment increased by 10 percent or more. According to President Rayburn, Lincoln University had a greater increase than any four-year, state funded college. With this three-year growth, Lincoln University's student population has increased 46 percent since the fall of 1987, and all signs point to continued growth for the University.



Symbolic of Lincoln University's closer relation with Jefferson City is the cooperative agreement by which the University operates Channel 3.

(Lincoln Collection)

CONCLUSION

In reviewing the past 125 years of the growth and development of Lincoln University, one truth is evident. The past 125 years are proof of the wisdom of the soldiers of the 62nd and 65th Colored Infantries in concluding that an institution such as Lincoln University had to be established. "I celebrate myself," said Walt Whitman, and, of course, he meant that his poetry expressed his true nature – his beliefs, the things he had learned – as completely as he

could express it. This History is a celebration of Lincoln University – its successes and its failures, its frustrations and its hopes, its possibilities and its limitations, the big things, the little things, as well as the vanities. History can feed the spirit, and as we approach the 21st century, we at Lincoln University, are lifted to make a greater commitment to meet the challenges left to us by the Founders.

THE 1980'S: CATASTROPHE AND A NEW BEGINNING

1. Some Board members felt that President Frank's election to the presidency of the National Collegiate Athletic Association, at a time when the Association was confronted with several critical issues (especially women's athletics), caused him to be away from the University too frequently.
2. Dr. Jenkins was a former President of Albany State College in Georgia and a Professor and Dean of the Law School at Florida A&M University.
3. Although financial exigency is, in fact, the equivalent of a business filing for reorganization under bankruptcy laws, the American Association of University Professors defines the term as "an imminent financial crisis, which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means." Some of the "drastic" measures that can be taken in such an emergency include firing of tenured faculty members and massive reduction in staff and personnel costs.
4. An institutional review of the funding levels occurring during the decade, FY'77 - FY'87, revealed an erratic pattern, ranging from a 13.3 percent increase in FY'84 - FY'85 to a low of 3.2 percent in FY'81 - FY'82.
5. One of Governor Ashcroft's aide's is reported to have contacted the members of the Board of Curators and asked for their resignations. The Governor's office received the resignations of Otis Jackson, Queen Fowler, Craig Davis, Margaret L. Mackey, and Robert Chiles. The remaining members who were not required to resign were Jerrilyn Voss, Michael Williams, Dwayne Crompton and Muriel Battle.
6. The new appointees were John E. Wagner, Jr., Plant Manager of Westinghouse in Jefferson City; Mitchell Crusto, Investment Banker; David L. Forbes, AT&T Attorney; and Patricia Ann Hill, Attorney with Ralston Purina in St. Louis. Later, Donald Wyss, veteran Missouri school official from Russellville would be appointed.
7. Reportedly, the Board was directed by the CBHE to hire the management team.

Appendix I

PRINCIPALS AND PRESIDENTS OF LINCOLN UNIVERSITY Chronological Chart of Tenure

YEAR	POSITION	NAME			
1866-1870	Principal	Richard Baxter Foster	1927 (Part Year)	Acting President	William B. Jason
1870-1871	Principal	W. B. Payne	1928-1929	President	William B. Jason
1871-1875	Principal	Rev. Henry Smith	1929-1931	President	Nathan B. Young
1875-1878	Principal	Samuel T. Mitchell	1931-1937	President	Charles W. Florence
1879 (Few months)	Principal	Rev. Henry Smith	1937-1938	Acting President	William B. Jason
1879- (Jan.) 1880	Principal	A. C. Clayton	1938-1956	President	Sherman Dana Scruggs
1880-1898	First President	Inman E. Page	1956-1969	President	Earl Edgar Dawson
1898-1901	President	John H. Jackson	1969-(Oct.) 1972	President	Walter C. Daniel
1902 (Jan.) about 6 months	President	Edward E. Clarke	1972-(July) 1973	Interim	William G. Brooks President
1902-1918	President	Benjamin F. Allen	1973-(Nov.) 1982	President	James Frank
1918-1922	President	Clement Richardson	1982-(Feb.) 1984	Interim President	John Chavis
1922-1923	President	Inman E. Page	1984-1986	President	Thomas Miller Jenkins
1923-1927 (Part year)	President	Nathan B. Young	1988	President	Wendell G. Rayburn, Sr.

PROFESSORS EMERITI

* **Cecil Archibald Blue (1928).** *Professor of English.* A.B., A.M., Harvard University.

William G. Brooks (1947). *Professor of Education.* B.S. and M.S., Municipal University of Wichita; Ed.D., Denver University.

John M. Chavis (1974). *Curators' Distinguished Professor of History.* B.A., University of Toledo; M.A., University of Chicago, A.M., University of Detroit; Ph.D., Michigan State University.

Mary Louise Collier (1946). *Assistant Professor of English.* A.B. and A.M., Fisk University

* **William Wallace Dowdy (1929).** *Professor of Biology.* A.B. State University of Iowa; M.S., Cornell University; Ph.D. Western Reserve University.

* **James N. Freeman (1939).** *Professor of Agriculture.* B.S.A., Hampton Institute; M.S., Iowa State University; Ph.D., Cornell University.

* **O. Anderson Fuller (1942).** *Professor of Music.* A.B., Bishop College; M.A. and Ph.D., University of Iowa.

* **Lorenzo J. Greene (1933).** *Professor of History.* A.B., Howard University; A.M. and Ph.D., Columbia University; Honorary Doctor of Letters, University of Missouri.

* **Milton G. Hardiman (1930).** *Professor of French and Spanish.* A.B., Lincoln University; A.M. and Ph.D., University of Iowa.

* **Charles M. Hoard (1941).** *Professor of Education.* A.B., Bishop College; M.S., University of Wisconsin; M.S. and Ed.D., University of Indiana.

* **James Dallas Parks (1927).** *Professor of Art.* B.S., Bradley University, A.M., University of Iowa.

Thomas D. Pawley III (1940). *Curators' Distinguished Professor of Speech and Theatre.* A.B., Virginia State College; A.M. and Ph.D., University of Iowa.

Clarence G. Perry (1956). *Associate Professor of French.* A.B., Lincoln University; Certificat d'Etudes Francaise, University of Grenoble; Diplome d'Etudes Superieures, University of Paris; Ph.D., University of Missouri-Columbia.

Marshall M. Penn (1947). *Professor of Music.* B.M. and M.M., University of Michigan.

* **Armistead Scott Pride (1937).** *Professor of Journalism.* A.B., University of Michigan; A.M., University of Chicago; M.S. and Ph.D., Northwestern University.

Arthur E. Pullam, Jr. (1939). *Assistant Professor of Biology.* A.B. and A.M., University of Kansas.

* **Sidney Joseph Reedy (1928).** *Professor of Education.* B.S. in Ed., Lincoln University; A.M., University of Iowa; Ph.D., University of Northern Colorado.

* **W. Sherman Savage (1921).** *Professor of History, Department Head, History and Government.* A.B., Howard University; A.M., University of Oregon; Ph.D., Ohio State University.

Cletus Stamper (1950, 1957). *Professor of Business Administration.* B.S., Virginia State College; M.S., M.A., Ed.D., Columbia University.

S. Morris Talley (1950). *Professor of Animal Science.* B.S., Arkansas AM&N College; M.S. and Ph.D., Kansas State College.

* *Deceased*